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ABSTRACT

This instructor's manual for workplace trainers contains the materials required to conduct a course on working in teams. The course includes six lessons for workers, two lessons for supervisors, and strategies for helping workers continue to develop the skills taught in the course. The following materials are provided for each course: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. Lessons cover the following topics: learning to speak up at meetings; building teams; defining roles on workplace teams; listening actively; understanding body language; and understanding the concept of synergism and using it in work teams. (MN)

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ED 426 302

Working Together:
Communicating on Teams

Funded by the
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JobLink

Winning

At

Work

Working Together

Communicating on Teams

- What's My Line?
- Teambuilding
- Who's Who
- Tell Me a Story
- Body Language
- Pass the Picture

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An Introduction

Training Goal: Team members who have limited communication skills generally do not participate in meetings or discussions. This module provides employees with a variety of activities that simulate team situations, thus providing a safe atmosphere to improve performance on work teams of all types and sizes.

Specifically, the activities are designed to encourage employees to speak up in meetings, to help them model and practice active listening, to rate the effectiveness of their teams, and to strategize personal behaviors that will improve their work teams. (In a companion module designed for supervisors and leads, a collaborative strategy will be developed to support the worker's increased and improved participation.)

Target Population: Employees participating in the National Workplace Literacy Grant Project.

Training Objectives: By completing this module, participants will:

1. Talk more frequently in meetings.
2. Practice active listening.
3. Ask more questions.
4. Recognize the importance of nonverbal behavior in communication.
5. Identify actions that will help clarify their team roles.

Workplace Outcomes: When participants complete this module, companies will observe employees who:

1. Work more effectively on work teams because they understand their duties and responsibilities as team members.
2. Send more positive verbal and nonverbal messages to co-workers.
3. Participate more actively in team meetings.

Module 2 Materials

Materials	**Lesson#**
Name tags	All
Paper	All
Pencils	All
Transparency Markers	All
Flip chart markers	All
Index cards	1,2,3,5
Blank transparencies	1
Polaroid Film	1,5
Glue	1
Scissors	1
Square Sheets of Blank Paper	2
Advertisements	3
Construction Paper	3
Colored Pens or Crayons	3
Charades Cards	5
Pictures	6
Notebook Paper	6

Equipment	**Lesson#**
Overhead projector	All
Flip chart/Whiteboard	All
TV Monitor/VCR	All
Polaroid Cameras	1,5

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Winning
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Working Together

Communicating on Teams

Lesson 1
What's My Line?

▼ Getting Comfortable on the Workplace Team

Lesson Description

This lesson establishes each individual employee's identity as part of a workplace team and helps him or her develop communication skills that will assist in building team relationships.

In Lesson 1 students will write a short paragraph about themselves, their jobs, and their roles on their workplace teams. As a writing aid, students will have Polaroid pictures of themselves. Then, after class, students will be encouraged to develop a list of the names and the job titles of their fellow team members, and they will take a Polaroid picture of their team for their portfolios.

This activity is designed to help co-workers get better acquainted, learn to share information about themselves, and begin to define their roles on their workplace teams. Moreover, it allows employees opportunities to relate to each other and to learn something about one another while engaging in a creative, multisensory lesson.

Objectives

By completing this lesson, students will be able to:

1. **Identify** and **define** their roles on workplace teams.
2. **Create** a team glossary.
3. **Practice** positive ways to communicate with co-workers.
4. **Identify** reasons for "small talk."

Materials Needed

Hardware

1. Polaroid camera with flash
2. Polaroid film (for both class activity and team assignment)
3. Blank writing paper

Materials (cont'd)

4. Paper clips
5. Pens and pencils
6. Overhead projector and screen
7. Transparency and transparency pen
8. Name tags
9. Index cards (3x5)
10. Glue
11. Scissors
12. Folders (one each) and a place to store them between classes

Transparencies

"Getting to Know You" (Transparency 1)
"My Team at Work" (Transparency 2)

Materials (cont'd)

Handouts

"Getting to Know You" (Handout 1)
"My Team at Work" (Handout 2)

Forms

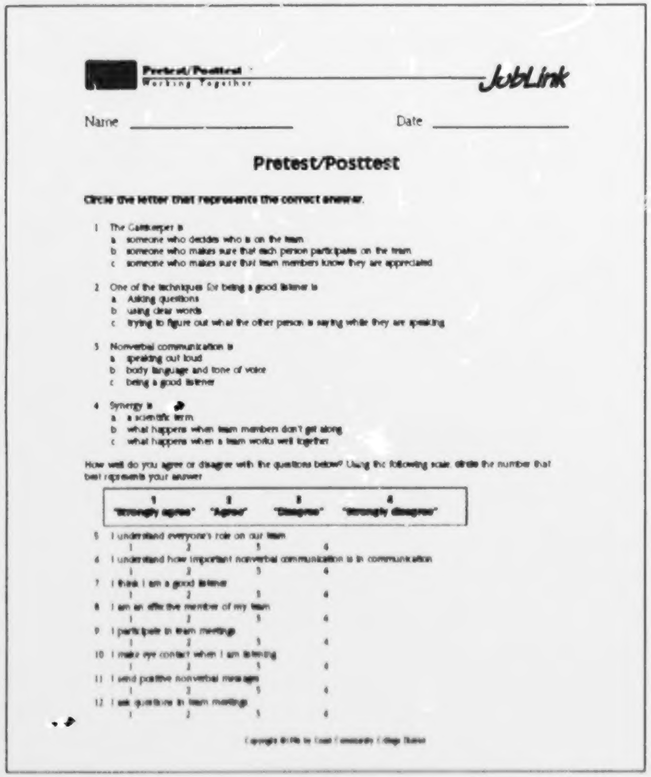
"Pretest"
"Learner Enrollment"

Classroom Setup

Total Time: 90 minutes

Opening- Large Group	25 min.
First Activity- Small Groups	50 min.
Second Activity- Large Group	10 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



Pretest/Posttest
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Name ______________ Date ______________

Pretest/Posttest

Circle the letter that represents the correct answer.

1 The Gatekeeper is
  a someone who decides who is on the team
  b someone who makes sure that each person participates on the team
  c someone who makes sure that team members know they are appreciated

2 One of the techniques for being a good listener is
  a Asking questions
  b using clear words
  c trying to figure out what the other person is saying while they are speaking

3 Nonverbal communication is
  a speaking out loud
  b body language and tone of voice
  c being a good listener

4 Synergy is
  a a scientific term
  b what happens when team members don't get along
  c what happens when a team works well together

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer

1	2	3	4
"Strongly agree"	"Agree"	"Disagree"	"Strongly disagree"

5 I understand everyone's role on our team
1 2 3 4
6 I understand how important nonverbal communication is in communication
1 2 3 4
7 I think I am a good listener
1 2 3 4
8 I am an effective member of my team
1 2 3 4
9 I participate in team meetings
1 2 3 4
10 I make eye contact when I am listening
1 2 3 4
11 I send positive nonverbal messages
1 2 3 4
12 I ask questions in team meetings
1 2 3 4

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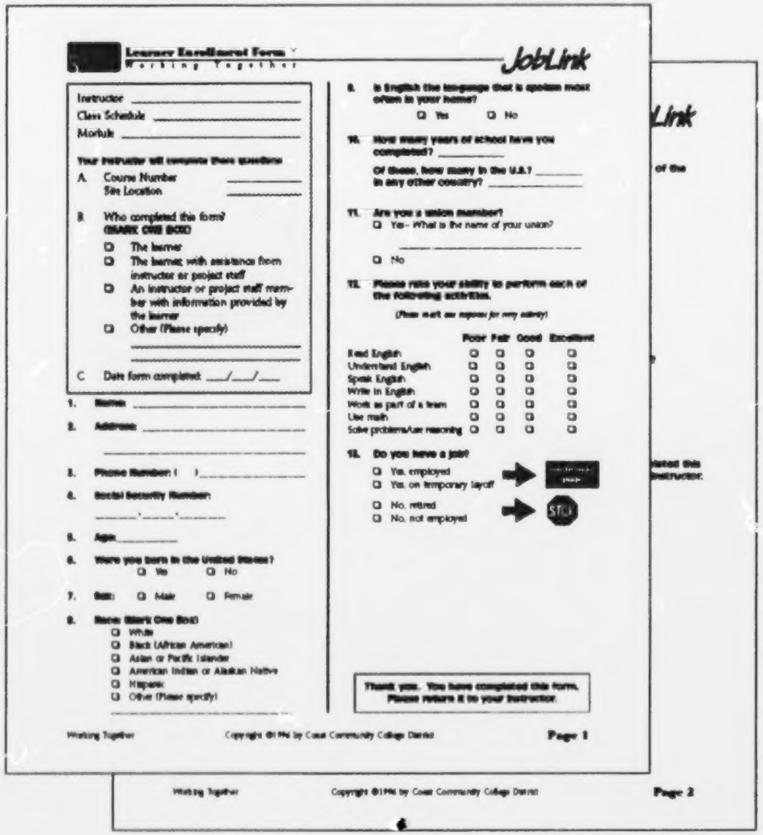
Form



Learner Enrollment Form
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Instructor ______________
Class Schedule ______________
Module ______________

Your instructor will complete these questions

A Course Number ______
Site Location ______

B Who completed this form?
(MARK ONE BOX)
☐ The learner
☐ The learner with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify) ______________

C Date form completed: ___/___/___

1. **Name:** ______________
2. **Address:** ______________
3. **Phone Number:** ( ) ______________
4. **Social Security Number:** ____-____-____
5. **Age** ______
6. **Were you born in the United States?** ☐ Yes ☐ No
7. **Sex:** ☐ Male ☐ Female
8. **Race: (Mark One Box)**
   ☐ White
   ☐ Black (African American)
   ☐ Asian or Pacific Islander
   ☐ American Indian or Alaskan Native
   ☐ Hispanic
   ☐ Other (Please specify) ______________
9. **Is English the language that is spoken most often in your home?** ☐ Yes ☐ No
10. **How many years of school have you completed?** ______
    Of these, how many in the U.S.? ______
    In any other country? ______
11. **Are you a union member?**
    ☐ Yes– What is the name of your union? ______________
    ☐ No
12. **Please rate your ability to perform each of the following activities.**
    (Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

13. **Do you have a job?**
    ☐ Yes, employed
    ☐ Yes, on temporary layoff
    ☐ No, retired
    ☐ No, not employed

Thank you. You have completed this form. Please return it to your instructor.

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Form

Activities

Opening: 25 minutes

1. **Organize** classroom and assemble all materials.
2. **Ask** students to sign in and put on a name tag.
3. **Introduce** yourself and explain very briefly about the class.
4. **Instruct** students to introduce themselves or one another, depending on the situation.
5. **Prepare** students for the "Pretest" they are about to take. **Explain** how a "Pretest" and a "Posttest" are used in combination to measure student gains or student progress. Now, at the Pretest stage, students are not expected to know all the information that they will learn in the lesson. Yet without the test, we would not be able to show the students' gains made in the class.
6. **Ask** students to complete the "Pretest" and fill out [illegible]ner Enrollment Form".

Note: While students are filling out forms and taking the pretest, begin taking their Polaroid pictures. Because pictures will stimulate the writing process, students must have them before writing. Before class, set up an area with an attractive, pleasing background. If you wish, ask students to help select the background.

Activities

First Activity: 50 minutes

1. **Ask** students how they feel when a co-worker comes to work and walks by them without looking at them or without speaking to them. Then **ask** how they feel when a co-worker walks by and says, for example, "Hi, Juan. How are you doing today?" How does that make Juan feel?
2. **Discuss** why it is important to know people's names, ask people questions, smile, pay attention to others, and make people feel important.
3. **Explain** the need for and the importance of "small talk" in the workplace. **Explain** that often ESL employees lose their jobs because they don't communicate with other workers. **Explain** that small talk is a cultural activity that is especially valuable in establishing better communication among co-workers.
4. **Model** some examples of small talk with the students.
5. **Ask:** "How many of you work on a team? Do you know your team members? Do you call them by name? Do you know your role on your team? Do you understand what each person does on your team? Is it important for you to know the other team members in order for your team to be effective?"
6. **Ask:** "What are the qualities of a good team member? What are the qualities of a good or effective team?" Tell the students that you will be discussing this throughout this class.

Activities

First Activity (continued)

7. **Tell** students that today they are going to have an opportunity to share some things about themselves with their classmates. They are going to write short stories about themselves, their jobs, and their roles on their workplace teams. If the Polaroid pictures have not been taken, **explain:**

   a. that you (or a volunteer student at each table) will take their pictures, which they will attach to their stories, and;

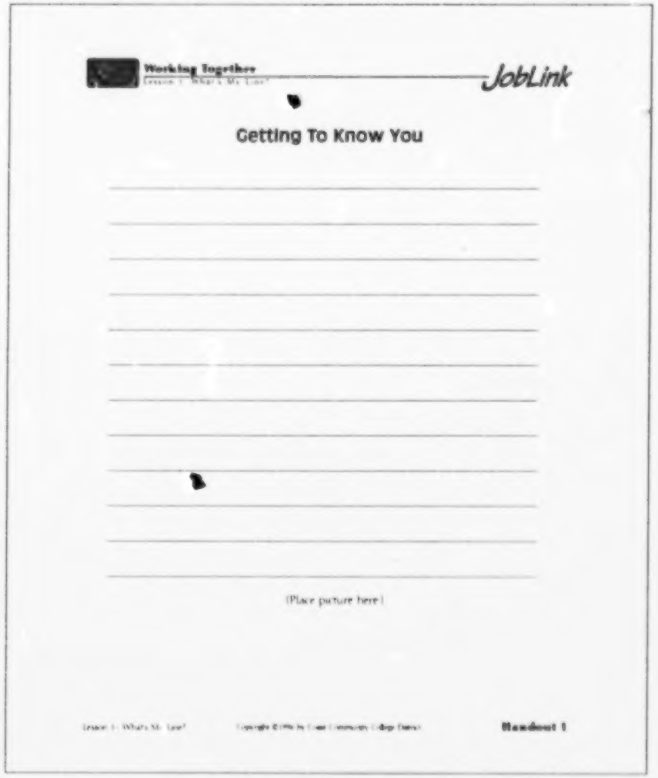
   b. that during the week you will leave the Polaroid camera and enough film for each one of them to take a picture of his or her team. Next week they can bring that picture back.

8. **Create** a short story about yourself, and use a blank transparency to share your story with the class. For example, **write:**

   > "My name is *(insert your name)*. I work as a teacher for *(insert your place of work)*. In the classroom, I am a part of a learning team. My job on the team is to work as the coach and to help students learn the skills they need and want to learn. I work at different companies teaching classes like this one. I like my job and the role I play as part of the team."

   Ask students if any other information should be included (if so, add it to the story). **Tell** students that they can include more information in *their* stories if they wish.

9. **Ask** students if they would like a list of words or phrases they might use in *their* stories. If so, put that list on the board for them.



Working Together

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Getting To Know You

(Place picture here)

Handout 1

Handout 1, Transparency 1

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Activities

First Activity (continued)

10. **Tell** students that they can make copies of all the stories and **compile** a team glossary. **Ask** if any students will volunteer to take stories and make copies for everyone.

11. **Distribute** one blank piece of scratch paper to each student.

12. **Explain** to students that even professional writers first develop a *draft*–a rough or unpolished "first try" in which they try to get down all their ideas. Then they revise that draft to correct errors and add polish. Writers may revise and revise and revise, developing first, second, and third drafts.

    With this background, encourage students to try to get down all their ideas without being too self-critical.

13. **Arrange** students in groups of 2 or 3. Have glue and scissors ready for each group. **Tell** students to help each other as needed.

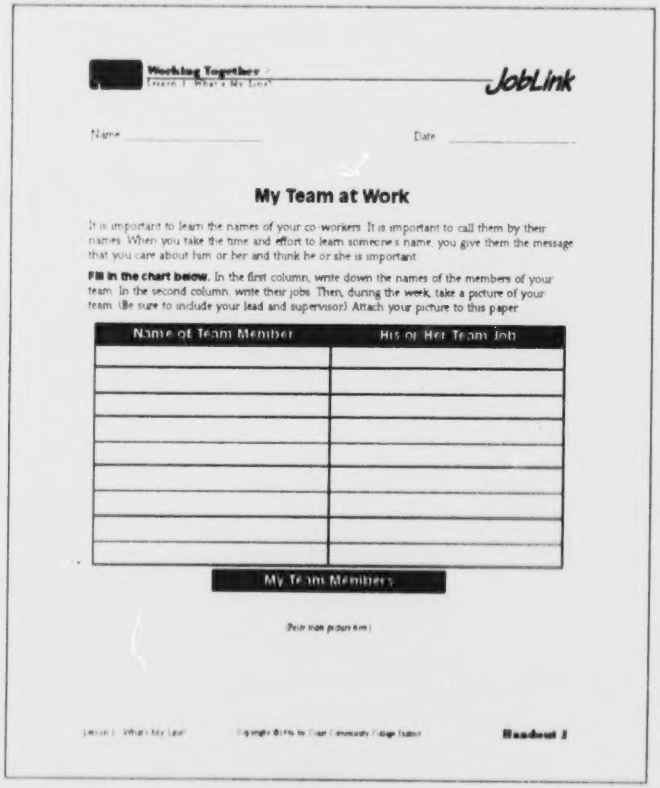
14. **Walk around** the room and help students as they do the activity.

15. **Tell** students to read their stories to their groups. **Tell** them to check one another's stories. Should any additional information be included? Are there any misspelled words?

(H-1, T-1)
Handout
Transparency

16. **Distribute** the "Getting to Know You" after the story is corrected. **Tell** students to recopy their stories on the handouts and to paste their pictures on the handouts.

17. If time allows, ask for volunteers to share their stories with the class.



Working Together
Lesson 1: What's My Line?
JobLink

Name ____________ Date ____________

My Team at Work

It is important to learn the names of your co-workers. It is important to call them by their names. When you take the time and effort to learn someone's name, you give them the message that you care about him or her and think he or she is important.

Fill in the chart below. In the first column, write down the names of the members of your team. In the second column, write their jobs. Then, during the week, take a picture of your team. (Be sure to include your lead and supervisor.) Attach your picture to this paper.

Name of Team Member	His or Her Team Job

My Team Members

(Paste team picture here.)

Lesson 1: What's My Line?
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Handout 2

Handout 2
Transparency 2

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Activities

Second Activity: 10 minutes

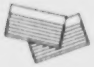
(H-2, T-2) Handout Transparency

1. **Distribute** "My Team at Work". **Ask** students to complete the handout during the week.
2. **Ask:** "Did you learn something about someone today? What? Did you learn some new names? Can you say them?"
3. **Ask:** "Did you write about your roles on your workplace teams? Do you understand your roles? If not, could you ask your lead or supervisor what your role is?"
4. **Discuss** the kinds of questions students could ask their co-workers during the week.
5. **Invite** students to take a picture of their team this week and return with that picture next week.

   Ask: "Will one of you take charge of the camera and film? Will another one of you help him or her?"
6. **Display** the pictures if possible. **Tell** students that they can have the pictures at the end of the last lesson.

Activities

Ending: 5 minutes



1. **Distribute** 3x5 cards.

2. **Instruct** students to write "Best" on one side and "Least" on the other side. Then say, "On the 'Best' side, write down what you liked best today. Then turn the card over and write what you liked least." **Explain** that through this process, students are giving you feedback that will help you make the classes better.
3. **Collect** their cards as they leave.
4. **Say** good-bye to each person by name. At the door, invite students to attend the next class.

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Work

Working Together

Communicating on Teams

Lesson 2
Teambuilding

- What Makes an Effective Workplace Team?

Lesson Description

This lesson demonstrates (1) that individuals have roles and responsibilities on a team and (2) that if each member participates and does his or her job, the workplace team is more effective.

To begin, each student is placed on a team and receives a paper-folding pattern that gives instructions on how to create a teacup. The team is told to make as many teacups as possible within the allotted time.

After the first round each team's productivity is recorded, and the team members are given the opportunity to discuss a strategy to beat their previous productivity. They are then given the opportunity to make teacups again. At the end of the second round, each team's productivity is recorded and is compared to the first round.

After the activity is finished, students discuss what makes a good team. They talk about participation of the team members and the importance of communication on a successful team.

Objectives

By completing this lesson, students will be able to:

1. **Identify** the responsibilities of team members in a cooperative activity.
2. **Identify** and **define** the characteristics of an effective team.
3. **Identify** the importance of communication on a team.

Materials Needed

Hardware

1. Paper (approximately 100 sheets per team)
2. Flip chart or whiteboard
3. Whiteboard markers

Transparencies

"Rating Today's Team" (Transparency 3)

Handouts

"Patterns of Teacup Origami" (Handout 3)

"Rating Today's Team" (Handout 4)

"Characteristics of an Effective Team Member" (Handout 5)

Classroom Setup

Total Time: 90 minutes

Opening- Small Groups	15 min.
First Activity- Small Groups	50 min.
Second Activity- Large Group	20 min.
Ending- Large Group	5 min.

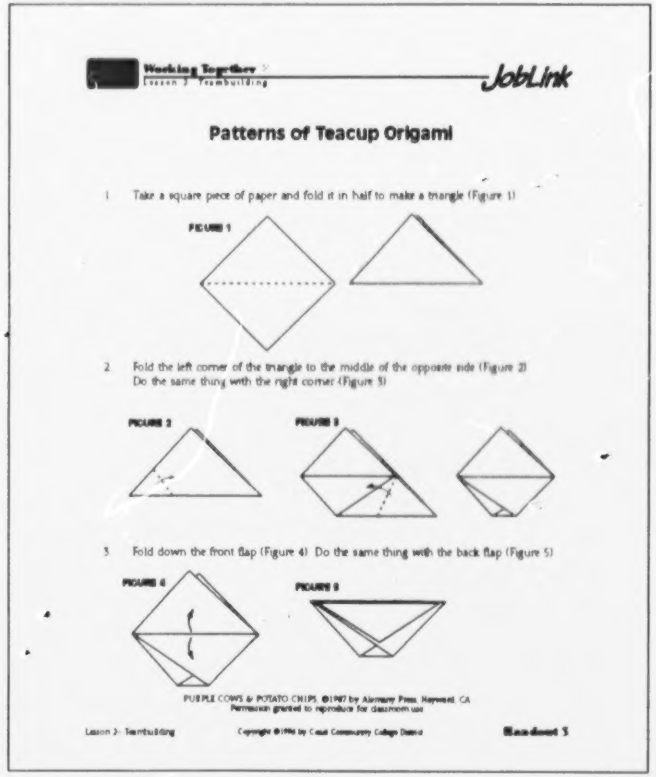
Key

Hardware	Transparencies	Handouts	Large Group	Small Groups	Discussion	Sign-in Sheet

Activities

Opening: 15 minutes

1. Have students sign in and get name tags (if necessary).
2. **Welcome** students. **Talk** about what they learned last week *(small talk, their team roles, communicating with co-workers).*
3. **Ask** students to share their team pictures and tell about their teams. **Group** students in ***small teams or in pairs*** to give them more opportunities to speak.
4. **Ask** students if they understand their team roles and responsibilities. If they do not, discuss how they might find out. **Model** some appropriate questions for them to ask.
5. **Ask** students if they used at work any of the communication skills they learned last week. What were the results?



Working Together
Lesson 2: Teambuilding
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Patterns of Teacup Origami

1 Take a square piece of paper and fold it in half to make a triangle (Figure 1)

2 Fold the left corner of the triangle to the middle of the opposite side (Figure 2)
Do the same thing with the right corner (Figure 3)

3 Fold down the front flap (Figure 4) Do the same thing with the back flap (Figure 5)

PURPLE COWS & POTATO CHIPS ©1987 by Alemany Press, Hayward, CA
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Lesson 2- Teambuilding Copyright ©1996 by Coast Community College District **Handout 3**

Handout 3

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Activities

First Activity: 50 minutes

1. **Explain** to students that today they are going to participate on another team and that this team has a specific assignment: *to make as many teacups as they can.*
2. **Divide** students into groups of 4 to 6.
3. **Distribute** paper and "Patterns of Teacup Origami".
4. **Review** the instructions with the **large group**. Make sure everyone understands how to make the teacups, but do not let them strategize as a team.
5. **Explain** that they will have 3 minutes to make as many teacups as possible. **Explain** that you, the instructor, will record the scores at the end of the first round. *Don't give them time to communicate.* When you are sure they understand the instructions, let them begin.
6. **Time** the activity. After 3 minutes, have each team count the amount of teacups they made. Record the information on a flip chart or on the whiteboard.

Activities

First Activity (continued)

7. **Ask** students what happened on their team. ***For example:***

   "Do you feel that you were a team? Why?"
   "What did you do that made you an effective team?"

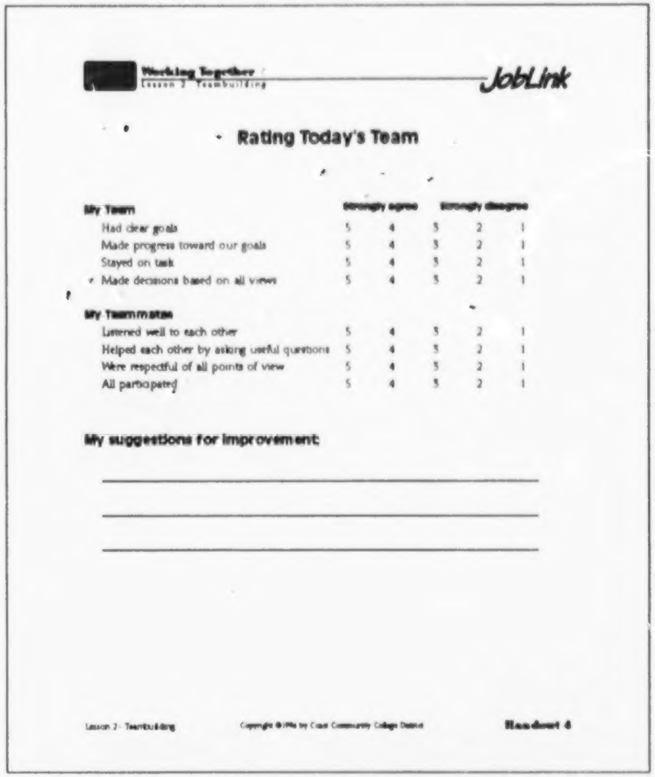
   —Or—

   "What did you do that made you an *ineffective* team?"
   "What do you think would help you make more teacups next time?"

8. **Tell** students they have 5 minutes to discuss what they want to do next. **Explain** that management wants higher productivity this time: They are expected to do better or else! Give the group 5 minutes for discussion. **Walk around** to make sure they stay focused.

9. **Tell** students they will be making teacups again–this time, they are expected to make *more* teacups. **Tell** them that (a) you, the instructor, will now assume the role of Quality Inspector, (b) in that role, you will reject teacups that are assembled incorrectly and sloppily, and (c) rejected teacups will not count in final team totals.

10. **Give** teams 3 minutes for the second round. At the end of the round, have the teams count the totals and record the scores on the flip chart or the whiteboard. **Compare** first-round and second-round scores.



Working Together
Lesson 2 Teambuilding
JobLink

Rating Today's Team

	Strongly agree			Strongly disagree	
My Team					
Had clear goals	5	4	3	2	1
Made progress toward our goals	5	4	3	2	1
Stayed on task	5	4	3	2	1
Made decisions based on all views	5	4	3	2	1
My Teammates					
Listened well to each other	5	4	3	2	1
Helped each other by asking useful questions	5	4	3	2	1
Were respectful of all points of view	5	4	3	2	1
All participated	5	4	3	2	1

My suggestions for improvement:

Lesson 2- Teambuilding
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Handout 4

Handout 4, Transparency 3

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Activities

First Activity (continued)

11. **Ask:**

> "What did you do differently this time?"
>
> "Do you think you were more effective, or less effective? Why?"
>
> "How did being able to communicate with your team members help you be more effective?"
>
> "When you are at work, what happens when you don't communicate with your team members? Are you as effective?"

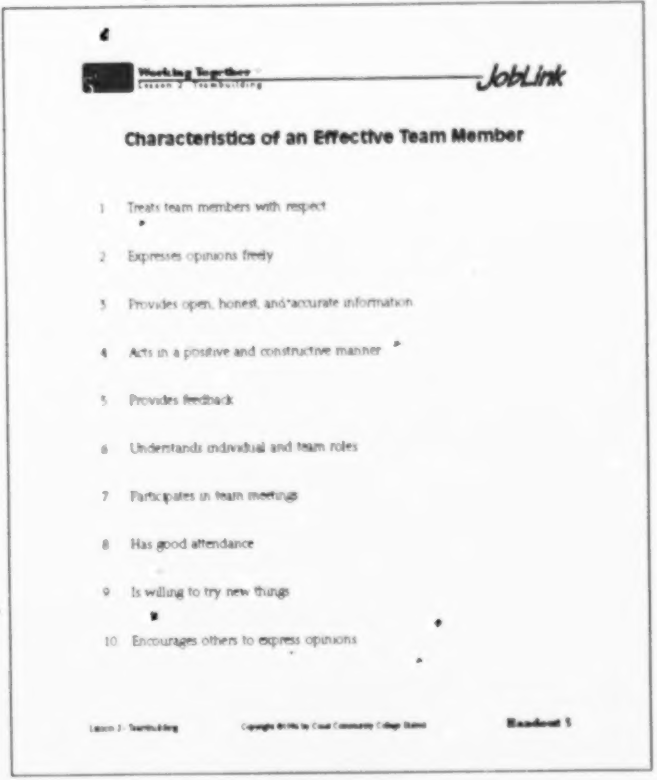
(H-4, T-8) Handout Transparency

12. **Project** "Rating Today's Team" on an overhead and **distribute** the "Rating Today's Team".

    Discuss the evaluation, and have the teams rate themselves.

    Note: For ESL students, be sure to explain rating-sheet terms such as *effective, efficient, clear goals, progress, on task, rate, rating, views, based on, points of view, participate,* and *suggestions.* You may also need to explain the rating system itself, that is, the meaning of "1 - 5" and of "Strongly agree" and "Strongly disagree." Make sure they understand all terms so that they can effectively rate their teams.

13. **Ask** the teams how they rated themselves. As a result of this exercise, specifically what would they do differently "next time"?



Working Together
Lesson 2: Teambuilding
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Characteristics of an Effective Team Member

1. Treats team members with respect
2. Expresses opinions freely
3. Provides open, honest, and accurate information
4. Acts in a positive and constructive manner
5. Provides feedback
6. Understands individual and team roles
7. Participates in team meetings
8. Has good attendance
9. Is willing to try new things
10. Encourages others to express opinions

Lesson 2- Teambuilding
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Handout 5

Handout 5

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Activities

Second Activity: 20 minutes

(H-5) Handout

1. **Distribute** and then **discuss** "Characteristics of an Effective Team Member".
2. **Ask** the group to think about which items on the list they do well and which items they need to do better. **Ask** students to mark those items on the sheet during the week. **Tell** them to bring the list to the next class.

Activities

Ending: 5 minutes

1. **Ask** students, "Does your workplace team work as well as the team you were on today?"
2. **Remind** students to **evaluate** themselves as team members and to bring the completed handout to the next class.
3. **Say** good-bye.

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Communicating on Teams

Lesson 3
Who's Who?

▼ Defining Roles on the Workplace Team

Lesson Description

This lesson demonstrates an obvious truth: *If employees collaborate effectively on a team project, the team can create a superior product.*

To dramatize this fact, students will assume the roles of employees. They will be divided into groups, and each group will be asked to create an advertisement for their company. As in the real-life workplace, each team member must accomplish his or her specific job if the team is to complete its task effectively.

Here, each team will be given a list of jobs that need to be filled, but the team members will decide who will be the taskmaster, the scribe or recorder, the cheerleader, the timekeeper, etc. The team's first challenge, therefore, is to decide how to assign roles within the group; its second challenge, how to create the product in the allotted time.

Although each student plays a particular team role, all must contribute to the creative effort in order to develop a quality product.

Objectives

By completing this lesson, students will be able to:

1. **Demonstrate** critical-thinking skills.
2. **Create** something new and unique about their company's product(s).
3. **Identify** the specific task of each team member.
4. **Clarify** their individual roles on the team and their individual responsibilities.
5. **Define** the characteristics of a good team member.

Materials Needed

Hardware

1. Magazine or newspaper advertisements for a variety of products
2. Art supplies (glue, colored pens or crayons, scissors, etc.)
3. Construction paper
4. Index cards (3x5)

Transparencies

"The Jobs for Today" (Transparency 4)

"Rating Today's Team" (Transparency 5)

Handouts

"Characteristics of an Effective Team Member" (Handout 5)

"Rating Today's Team" (Handout 6)

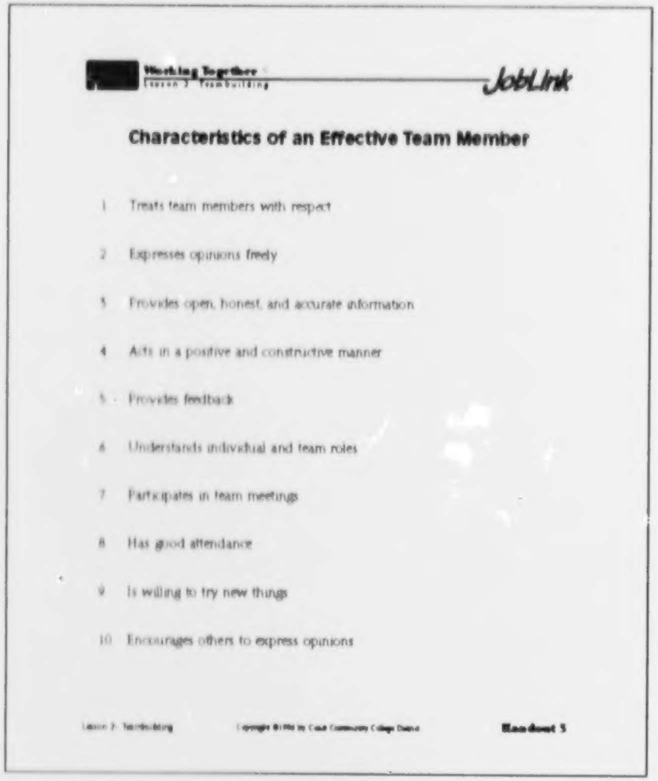
"Our Roles at Work" (Handout 7)

Classroom Setup

Total Time: 90 minutes

Opening- Large Group	15 min.
First Activity- Small Groups	50 min.
Second Activity- Large Group	20 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



Working Together
Lesson 2: Teambuilding
JobLink

Characteristics of an Effective Team Member

1 Treats team members with respect

2 Expresses opinions freely

3 Provides open, honest, and accurate information

4 Acts in a positive and constructive manner

5 Provides feedback

6 Understands individual and team roles

7 Participates in team meetings

8 Has good attendance

9 Is willing to try new things

10 Encourages others to express opinions

Lesson 2- Teambuilding

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Handout 5

Handout 5

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Activities

Opening: 15 minutes

1. **Greet** students as they arrive.
2. **Discuss** effective teams. **Ask** students for their observations about their work teams. **Tell** students to take out the "Characteristics of an Effective Team Member" handout from the last class.

   Ask: "Which items do you do well? Which items would you like to do better?"
3. **Instruct** students to **pair off**–and once they are in pairs, to assume the roles of *speaker* and *listener.* Then ask the speaker in each pair to explain to the listener

   a. the speaker's *work* team role, then;

   b. his or her *family* team role, and finally;

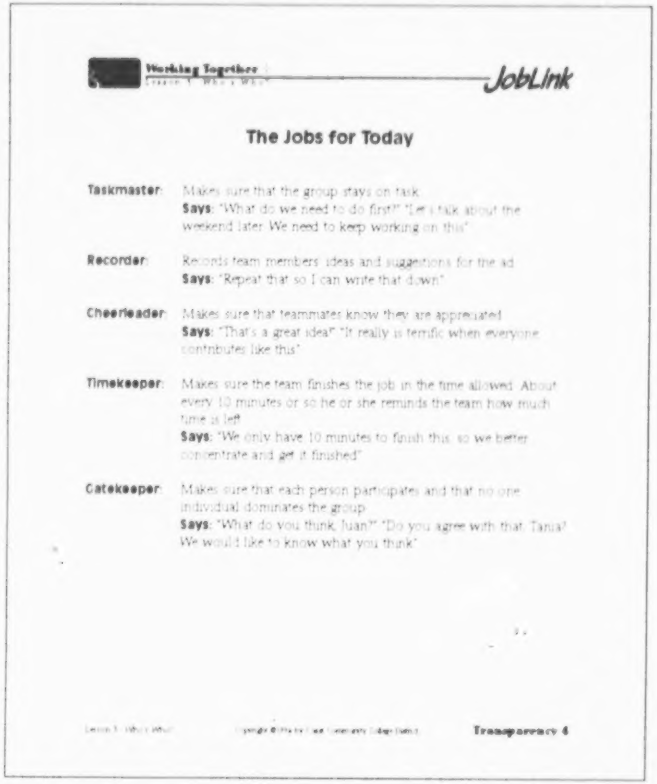
   c. his or her *learning* team role.
4. **Discuss** why it is important that each team member has a responsibility. On every team, each member has special responsibilities and is accountable for his or her specific responsibility.

Activities

First Activity: 50 minutes

1. **Tell** students that today's activity will tap their creative skills as well as their team skills.
2. **Ask** the class to ***define*** and ***describe*** *advertisements.*
3. **Show** them some magazine and newspaper ads.

   Note: *Before class, mount the ads on construction paper so they are easier to handle.*
4. **Pass** the ads around to allow each student to examine them carefully and to further stimulate the discussion.
5. **Ask** students if their company advertises its product(s). If so, how does it advertise–in trade magazines *(that is, trade journals and industry publications)* in popular magazines? in newspapers? **Ask** if they like the ads.
6. **Ask** students to identify the differences between ads in their native countries and ads in the United States.



Working Together
Lesson 3: Who's Who?
JobLink

The Jobs for Today

Taskmaster: Makes sure that the group stays on task.
Says: "What do we need to do first?" "Let's talk about the weekend later. We need to keep working on this."

Recorder: Records team members' ideas and suggestions for the ad.
Says: "Repeat that so I can write that down."

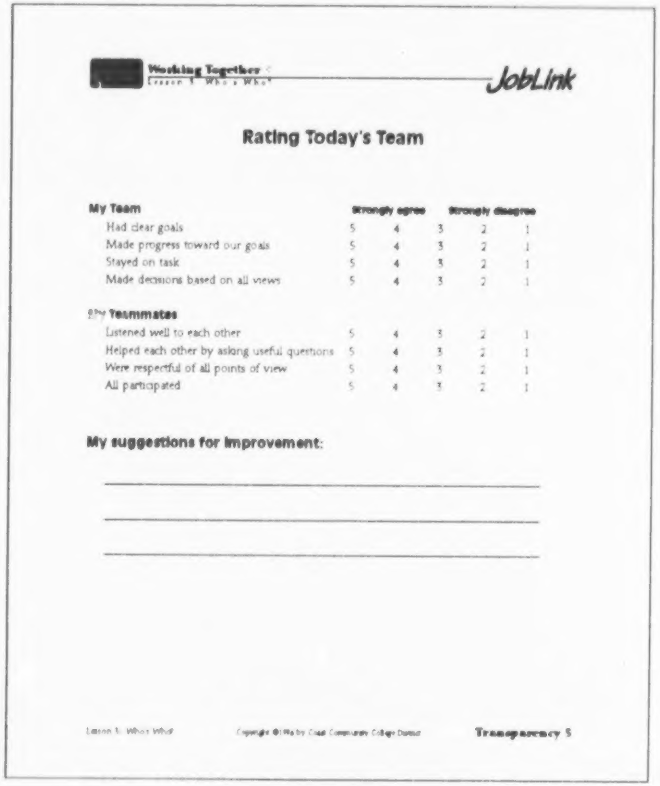
Cheerleader: Makes sure that teammates know they are appreciated.
Says: "That's a great idea!" "It really is terrific when everyone contributes like this."

Timekeeper: Makes sure the team finishes the job in the time allowed. About every 10 minutes or so he or she reminds the team how much time is left.
Says: "We only have 10 minutes to finish this, so we better concentrate and get it finished."

Gatekeeper: Makes sure that each person participates and that no one individual dominates the group.
Says: "What do you think, Juan?" "Do you agree with that, Tania? We would like to know what you think."

Transparency 4

Transparency 4



Working Together
Lesson 3: Who's Who?
JobLink

Rating Today's Team

My Team	Strongly agree			Strongly disagree	
Had clear goals	5	4	3	2	1
Made progress toward our goals	5	4	3	2	1
Stayed on task	5	4	3	2	1
Made decisions based on all views	5	4	3	2	1
My Teammates					
Listened well to each other	5	4	3	2	1
Helped each other by asking useful questions	5	4	3	2	1
Were respectful of all points of view	5	4	3	2	1
All participated	5	4	3	2	1

My suggestions for improvement:

____

____

____

Transparency 5

Handout 6,
Transparency 5

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Activities

First Activity (continued)

(T-4)
Transparency

7. **Assign** students to groups of 4 to 6. **Explain** that each group will create ads for their company. On the overhead projector, show "The Jobs for Today", and **explain** the roles described there: *Taskmaster, Recorder, Cheerleader, Timekeeper,* and *Gatekeeper.*

8. **Tell** the groups to assign *at least one role to each person.* In his or her "official role," each person has specific duties; in addition, each person is also responsible for helping to develop ideas and to develop artwork for the ad. Together, the team jobs help make the team more effective.

9. **Tell** the recorder to write down individual assignments after students have decided what each team member will do.

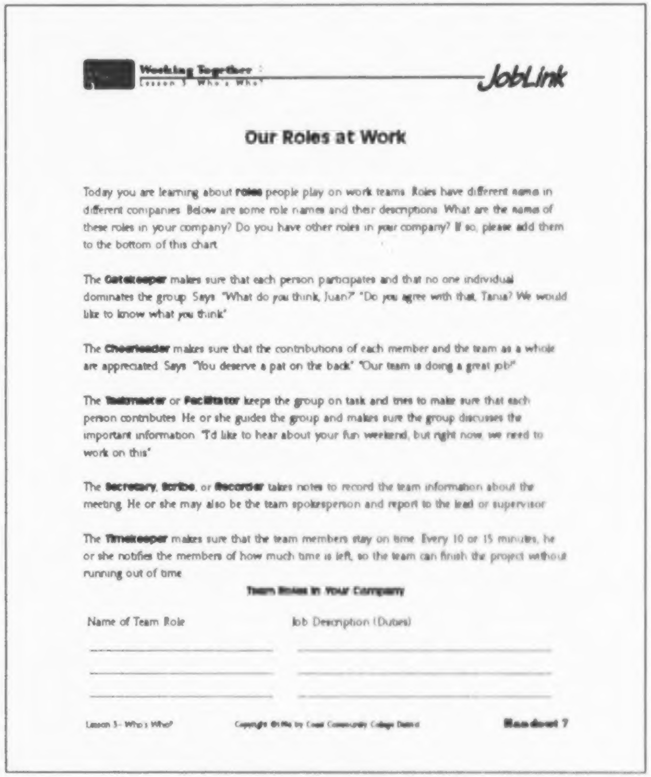
10. **Instruct** the teams to begin working. Walk around to help out as needed.

(T-5)
Transparency

11. **Stop** about halfway through the activity. On the overhead projector show "Rating Today's Team", then **ask** the following questions:

"How is your team doing?"
"Does each of you understand your role?"
"How did your team decide on roles?"
"Do you and your team members like your roles?"
"Is everybody on your team participating? If not, why not?"
"Do you need to make some changes in order to get the job done?"

Ask the teams to take a minute to discuss any changes that need to be made.



Working Together
Lesson 3: Who's Who?
JobLink

Our Roles at Work

Today you are learning about **roles** people play on work teams. Roles have different names in different companies. Below are some role names and their descriptions. What are the names of these roles in your company? Do you have other roles in your company? If so, please add them to the bottom of this chart.

The **Gatekeeper** makes sure that each person participates and that no one individual dominates the group. Says: "What do you think, Juan?" "Do you agree with that, Tania? We would like to know what you think."

The **Cheerleader** makes sure that the contributions of each member and the team as a whole are appreciated. Says: "You deserve a pat on the back." "Our team is doing a great job!"

The **Taskmaster** or **Facilitator** keeps the group on task and tries to make sure that each person contributes. He or she guides the group and makes sure the group discusses the important information. "I'd like to hear about your fun weekend, but right now we need to work on this."

The **Secretary**, **Scribe**, or **Recorder** takes notes to record the team information about the meeting. He or she may also be the team spokesperson and report to the lead or supervisor.

The **Timekeeper** makes sure that the team members stay on time. Every 10 or 15 minutes, he or she notifies the members of how much time is left, so the team can finish the project without running out of time.

Team Roles in Your Company

Name of Team Role	Job Description (Duties)

Lesson 3- Who's Who? Copyright ©1996 by Coast Community College District **Handout 7**

Handout 7

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Activities

Second Activity: 20 minutes

1. When each team has completed its ad, ask each group to pick a spokesperson to explain the group's ad to the class.

2. **Reassemble** the class, and **ask** each team spokesperson to **explain** his or her group's ad.

3. **Ask:**

   "How did working with others help you create a better ad than you could have created on your own?"

   "Did you have an effective team? Why?"

   "When we stopped halfway through, did you make changes? If so, did the changes help?"

   "Which of the 'Characteristics of an Effective Team Member' did you display today?"

(H-7) Handout

4. **Distribute** "Our Roles at Work" and review it with the class. **Ask** students to take this handout with them and to fill out the different names and descriptions of team members at their company. **Ask** them to bring the completed form to the next class.

Activities

Ending: 5 minutes

1. **Distribute** the index cards.

2. On one side of the card **instruct** students to:
   a. **identify** their team job;
   b. **write** whether they liked their job or not, and;
   c. **explain** why they liked or did not like their jobs.
3. On the other side of the card **ask** students to list the names of the 5 team jobs they learned about today.
4. **Say** good-bye.

JobLink

Winning

At

Work

Working Together

Communicating on Teams

Lesson 4
Tell Me a Story

▼ A Lesson in Active Listening

Lesson Description

The purpose of this lesson is to explore some verbal communication obstacles that hinder effective teamwork and to provide participants with some tips and practice in active listening, a useful skill that can facilitate team communications. In this activity students have an opportunity to read an article in a work-related newsletter.

First, the class is divided into two groups–*A* and *B*. Students in *A* listen to and read an article, while students in *B* listen to and read a *different* article. Students in each group hear and discuss their particular article.

Next, students are re-grouped, this time in pairs, one from group *A* and one from *B*. Now *A* explains to *B* what *A's* article was about. And *B* explains to *A* what *B's* article was about.

Finally, *A* takes a test on *B's* article, and *B* takes a test on *A's* article!

To do well in this activity, students must be **active listeners.**

Objectives

By completing this workshop, students will be able to:

1. **Listen** to a story and then **relate it** to another person.
2. **Recognize** the importance of giving accurate information.
3. **Identify** and **practice** active listening skills.

Materials Needed

Handouts

"Our Roles at Work" (Handout 7)

Two different newsletters ("A" and "B") (Handout 8a and 8b)

Test for newsletter A (Handout 9a)

Test for newsletter B (Handout 9b)

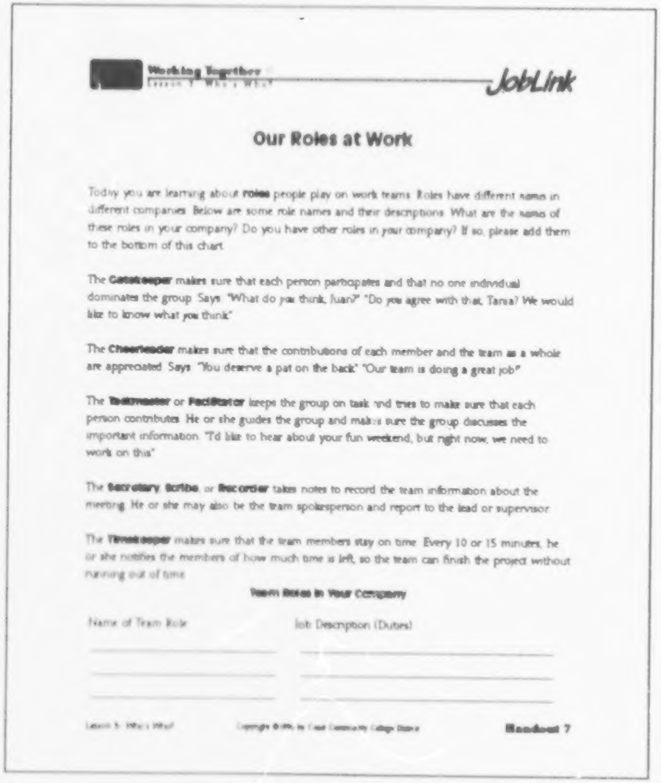
"Listening Skills" (Handout 10)

Classroom Setup

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	20 min.
Second Activity- Small Groups and Pairs	50 min.
Ending- Large Group	10 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



Our Roles at Work

Today you are learning about **roles** people play on work teams. Roles have different names in different companies. Below are some role names and their descriptions. What are the names of these roles in your company? Do you have other roles in your company? If so, please add them to the bottom of this chart.

The **Gatekeeper** makes sure that each person participates and that no one individual dominates the group. Says: "What do you think, Juan?" "Do you agree with that, Tania? We would like to know what you think."

The **Cheerleader** makes sure that the contributions of each member and the team as a whole are appreciated. Says: "You deserve a pat on the back." "Our team is doing a great job!"

The **Taskmaster** or **Facilitator** keeps the group on task and tries to make sure that each person contributes. He or she guides the group and makes sure the group discusses the important information. "I'd like to hear about your fun weekend, but right now, we need to work on this."

The **Secretary**, **Scribe**, or **Recorder** takes notes to record the team information about the meeting. He or she may also be the team spokesperson and report to the lead or supervisor.

The **Timekeeper** makes sure that the team members stay on time. Every 10 or 15 minutes, he or she notifies the members of how much time is left, so the team can finish the project without running out of time.

Team Roles in Your Company

Name of Team Role	Job Description (Duties)

Handout 7

Handout 7

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Activities

Opening: 10 minutes

1. **Welcome** students.
2. **Discuss** team roles from last week.
3. **Ask** students about the roles at their company.

(H-7) Handout

4. **Ask** for feedback on "Our Roles at Work."

Activities

First Activity: 20 minutes

1. **Begin** the activity by getting students to generate ideas about listening.

   Ask: "Is it a skill?" "Is it important? Why?" "Are you a good listener? What makes a good listener?" "Do you listen the same way at home as you do at work? What's the difference?" "Do you think listening errors can cost your company money?"

2. **Tell** students that this is a true story, told by a vice president of a company that delivers its products all over the United States:

   > A dispatcher received a call to send a truck to Portland. The dispatcher quickly took down the information, and dispatched the truck to an address in Portland, Oregon. When the truck arrived, the driver was unable to find the address. It was soon discovered that the dispatcher had failed to listen to the complete address. *The truck should have been sent to Portland, Maine!*

   > **Ask:** "How close are Portland, Oregon, and Portland, Maine? Was this a costly mistake? If each employee in your company made a listening error that cost $100, how much would all the errors cost your company in just one year? How might this extra cost affect you?"

Activities

First Activity (continued)

3. **Tell** students that they will now *demonstrate* listening. Choose four volunteers.

Note: *(Make sure you choose people who can understand and repeat a story that they hear!) Then select one, "Volunteer 1," to hear the following story. But first ask the three other volunteers to leave the room. Now read the story to Volunteer 1:*

> "Yesterday, I was driving past McDonald's on Main Street when I saw an accident. A blue truck had hit a black convertible. The two drivers were standing next to the cars and were yelling at each other. I think I overheard one of them threaten the other one. They were blocking the intersection."

Note: *For beginning audiences, skip the next paragraph and proceed to the end!*

> "Just when I stopped, three police cars pulled up, and one of the policemen went over to break up the fight between the two drivers. The second policeman went into the middle of the intersection to direct the traffic. The third policeman came over to my car and asked me to give her as much information as I could about the accident I had seen."
>
> "Finally, after about 15 minutes they moved the cars out of the street, and I was able to leave."

4. After reading the story to Volunteer 1, **ask** Volunteer 2 to come into the room. Now ask Volunteer 1 to repeat the story to Volunteer 2. Repeat this process for Volunteers 3 and 4. Finally, ask Volunteer 4 to tell the story to the instructor or to the class.

Activities

First Activity (continued)

5. **Thank** all four volunteers and ask them to sit. Now read the original story again to the entire class. **Ask** the class to specify how the story changed after it was told five times.

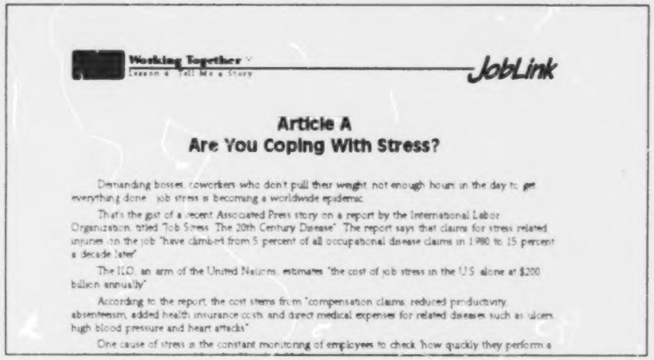
6. **Discuss** with students the importance of relaying correct information to co-workers. Use this example:

   "At a meeting, a supervisor asks one person to go back and report the important information to her co-workers. Is it important that the co-worker relay all the information? What should the co-worker relate? **Discuss** the effect of poor listening on creating rumors in the company."

7. **Discuss** these effective listening techniques:

   a. Make eye contact. Listen with your eyes as well as your ears.
   b. Repeat in your own words what you hear others say.
   c. Ask questions.

8. **Tell** students that in today's lesson they are going to have an opportunity to practice listening to, as well as giving, information.



Working Together
Lesson 4: Tell Me a Story
JobLink

Article A
Are You Coping With Stress?

Demanding bosses, coworkers who don't pull their weight, not enough hours in the day to get everything done — job stress is becoming a worldwide epidemic.

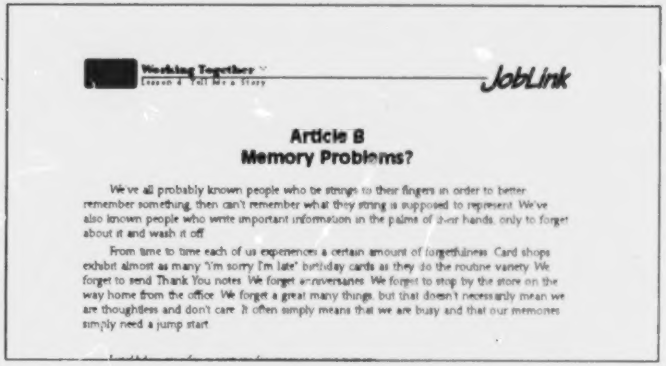
That's the gist of a recent Associated Press story on a report by the International Labor Organization, titled "Job Stress: The 20th Century Disease." The report says that claims for stress related injuries on the job "have climbed from 5 percent of all occupational disease claims in 1980 to 15 percent a decade later."

The ILO, an arm of the United Nations, estimates "the cost of job stress in the U.S. alone at $200 billion annually."

According to the report, the cost stems from "compensation claims, reduced productivity, absenteeism, added health insurance costs and direct medical expenses for related diseases such as ulcers, high blood pressure and heart attacks."

One cause of stress is the constant monitoring of employees to check "how quickly they perform a

Handout 8a



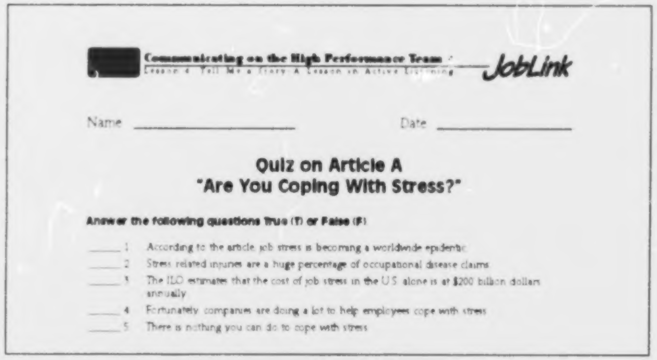
Working Together
Lesson 4: Tell Me a Story
JobLink

Article B
Memory Problems?

We've all probably known people who tie strings to their fingers in order to better remember something, then can't remember what the string is supposed to represent. We've also known people who write important information in the palms of their hands, only to forget about it and wash it off.

From time to time each of us experiences a certain amount of forgetfulness. Card shops exhibit almost as many "I'm sorry I'm late" birthday cards as they do the routine variety. We forget to send Thank You notes. We forget anniversaries. We forget to stop by the store on the way home from the office. We forget a great many things, but that doesn't necessarily mean we are thoughtless and don't care. It often simply means that we are busy and that our memories simply need a jump start.

Handout 8b



Communicating on the High Performance Team
Lesson 4: Tell Me a Story: A Lesson in Active Listening
JobLink

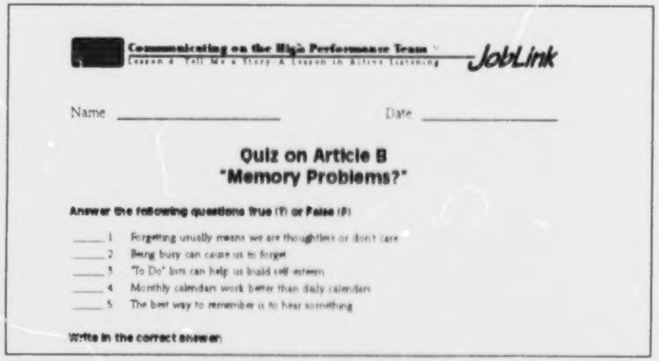
Name ____________ Date ____________

Quiz on Article A
"Are You Coping With Stress?"

Answer the following questions True (T) or False (F)

_____ 1. According to the article, job stress is becoming a worldwide epidemic.
_____ 2. Stress related injuries are a huge percentage of occupational disease claims.
_____ 3. The ILO estimates that the cost of job stress in the U.S. alone is at $200 billion dollars annually.
_____ 4. Fortunately, companies are doing a lot to help employees cope with stress.
_____ 5. There is nothing you can do to cope with stress.

Handout 9a



Communicating on the High Performance Team
Lesson 4: Tell Me a Story: A Lesson in Active Listening
JobLink

Name ____________ Date ____________

Quiz on Article B
"Memory Problems?"

Answer the following questions True (T) or False (F)

_____ 1. Forgetting usually means we are thoughtless or don't care.
_____ 2. Being busy can cause us to forget.
_____ 3. "To Do" lists can help us build self esteem.
_____ 4. Monthly calendars work better than daily calendars.
_____ 5. The best way to remember is to hear something.

Write in the correct answer.

Handout 9b

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Activities

Second Activity: 50 minutes

1. **Explain** to students how the activity progresses.

2. **Divide** the class into Team *A* and Team *B*, and position the teams on different sides of the room (or better yet, in two different rooms, if possible). Hand out two newsletters, one to each team. Instruct each group to read the article. After each team member has finished reading, the teams will **discuss** comprehension, sequence of events, and vocabulary.

3. After each team has discussed their article, **pair** one person from Team *A* and one person from Team *B*. Now **explain** that in each pair, *A* and *B* will explain their articles to each other. **Remind** the class of the effective listening skills techniques discussed in the First Activity.

(H-8a, H-8b) Handout

4. After both *A* and *B* in each pair have explained their stories, **explain** that *A* will now take the test on the *B* story, and vice versa. **Distribute** the tests accordingly. Then let them complete the tests.

(H-9a, H-9b) Handout

Activities

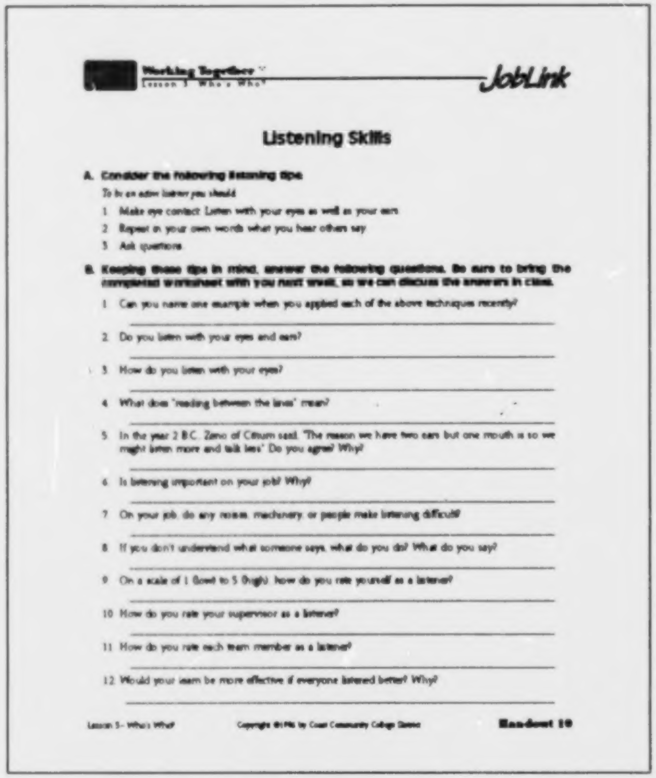
Second Activity (continued)

5. **Ask** students whether they would like to meet with their partners once more to get additional information. If so, allow students time together.

6. **Instruct** students to correct their papers as a group.

7. **Ask:** "How well did you listen as your partner explained his or her story? How well did you teach your partner *your* story?"

8. **Review** the need for employees to take responsibility for the task of teaching someone else or explaining information to someone else. Underscore the importance of reporting information accurately.



Working Together
Lesson 3: Who's Who?
JobLink

Listening Skills

A. Consider the following listening tips.

To be an active listener you should:

1. Make eye contact. Listen with your eyes as well as your ears.
2. Repeat in your own words what you hear others say.
3. Ask questions.

B. Keeping these tips in mind, answer the following questions. Be sure to bring the completed worksheet with you next week, so we can discuss the answers in class.

1. Can you name one example when you applied each of the above techniques recently?
2. Do you listen with your eyes and ears?
3. How do you listen with your eyes?
4. What does "reading between the lines" mean?
5. In the year 2 B.C. Zeno of Citium said, "The reason we have two ears but one mouth is so we might listen more and talk less." Do you agree? Why?
6. Is listening important on your job? Why?
7. On your job, do any noises, machinery, or people make listening difficult?
8. If you don't understand what someone says, what do you do? What do you say?
9. On a scale of 1 (low) to 5 (high), how do you rate yourself as a listener?
10. How do you rate your supervisor as a listener?
11. How do you rate each team member as a listener?
12. Would your team be more effective if everyone listened better? Why?

Lesson 3- Who's Who? Copyright ©1996 by Coast Community College District **Handout 10**

Handout 10

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Activities

Ending: 10 minutes

1. **Ask:** "What did you learn today? Why did we do this? What are some of the things a good listener does?"
2. **Distribute** "Listening Skills". Ask students to think about their listening skills at work and at home during the coming week.

   Ask: "Do you think that you are good listeners? Why? How could you improve your listening skills?" Instruct students to fill out "Listening Skills" during the week.
3. **Say good-bye.**

JobLink

Winning

At

Work

Working Together

Communicating on Teams

Lesson 5
Body Language

▼ Sending Positive Messages

Lesson Description

This lesson demonstrates how nonverbal communication can create problems on the workplace team and presents some strategies that will address typical problems.

How a person *stands* or how a person *moves* is often more important than what he or she *says*. An empty face, listless posture, crossed arms–all spell out meaning as clearly as speech does. Facial expressions, posture and other forms of nonverbal communication are responsible for *over* 90% of the "message" one sends to others!

Nonverbal communication is global; it exists in every culture. To communicate effectively in any country or in any culture, a newcomer must learn its system of nonverbal communication. In the workplace, ESL employees use the facial expressions and the posture of their culture, often transmitting negative messages without realizing it.

In this lesson, students will discuss and analyze nonverbal messages used in the workplace. Students will be encouraged to talk about body language in their culture and to share the similarities and differences they observe in American culture. Students will role-play various workplace situations using appropriate and inappropriate body language.

Instructor's Note: *This lesson presents a lot of information. You may need to adjust the lesson according to the level of your group.*

Objectives

By completing this lesson, students will be able to:

1. **Identify** 16 different nonverbal signals and explain what they mean.
2. **Distinguish** between positive and negative nonverbal signals in the workplace.
3. **Describe** various body signals and tell how each makes them and others feel.
4. **Describe** how nonverbal messages can create problems on the work team.
5. **Explain** how body language relates to listening.

Materials Needed

Hardware

1. Polaroid camera and film
2. Index cards (3x5)
3. Charades cards (4 sets)

Transparencies

"Charades Instructions" (Transparency 6)

Handouts

"Listening Skills" (Handout 7)

"Nonverbal Communication" (Handout 11)

Cards

"Charades cards" (Card 1)

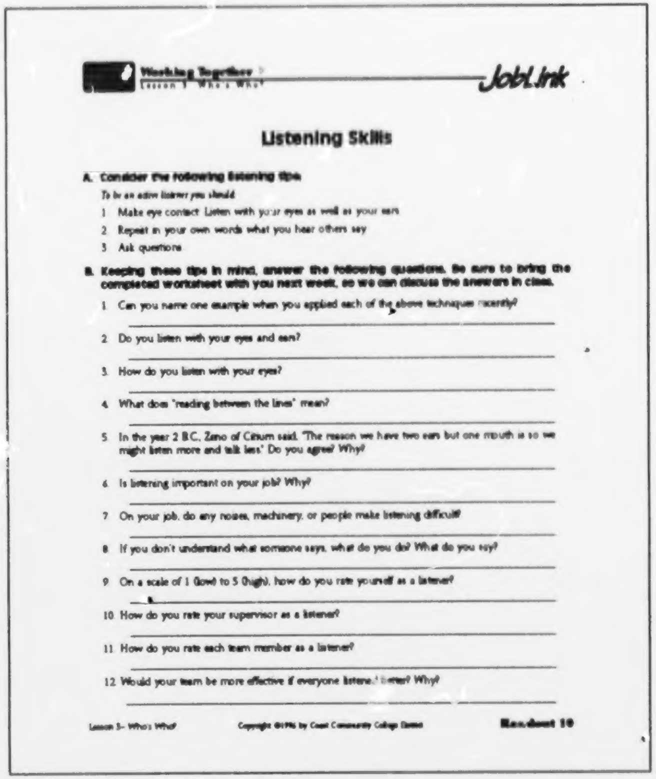
Classroom Setup

Total Time: 90 minutes

Opening- Large Group	15 min.
First Activity- Small Groups	30 min.
Second Activity- Small Groups	30 min.
Third Activity- Large Group	10 min.
Ending- Large Group	5 min.

Key

Hardware
Transparencies
Handouts
Large Group
Small Groups
Discussion
Sign-in Sheet



Working Together
Lesson 3: Who's Who?
JobLink

Listening Skills

A. Consider the following listening tips.

To be an active listener you should:

1. Make eye contact. Listen with your eyes as well as your ears.
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5. In the year 2 B.C., Zeno of Citium said, "The reason we have two ears but one mouth is so we might listen more and talk less." Do you agree? Why?
6. Is listening important on your job? Why?
7. On your job, do any noises, machinery, or people make listening difficult?
8. If you don't understand what someone says, what do you do? What do you say?
9. On a scale of 1 (low) to 5 (high), how do you rate yourself as a listener?
10. How do you rate your supervisor as a listener?
11. How do you rate each team member as a listener?
12. Would your team be more effective if everyone listened better? Why?

Lesson 3– Who's Who? Copyright ©1996 by Coast Community College District **Handout 10**

Handout 10

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Activities

Opening: 15 minutes

1. **Prepare** sign-in sheet and name tags, if necessary.
2. **Discuss** team communications.

   Ask: "Are you communicating differently on your teams? Are you communicating more on your teams? Why?"

3. **Discuss** the listening activities that students did last week.

   Ask: "Did you change your listening techniques at all as a result of last week? If so, how?"

(H-10) Handout

4. **Review** "Listening Skills" and **discuss** each question. Integrate the idea of listening with one's eyes into today's lesson.
5. **Explain** that today's topic is nonverbal communication.

   Ask: "What does nonverbal mean?" Encourage responses; if no one knows, simply **explain** that nonverbal means "without words." [Latin verbum, "word," is the root of verbal, "in words," and the prefix non, of course, negates. Other words from this root: verbose, verbatim, verb, and adverb.]

6. **Demonstrate** positive nonverbal behavior as each student replies; for example, nod your head, make eye contact, smile, and turn or lean toward a student. Deliberately exaggerate your behavior to reinforce the effect of nonverbal behavior.

Activities

Opening Activity (continued)

7. **Explain** the importance of nonverbal communication. Mehrabian conducted a study in which he found that the meaning of a message comes overwhelmingly from nonverbal clues:

   55% - Nonverbal signals

   38% - Tone of voice

   7% - Actual words

8. **Discuss** the impact of Mehrabian's study on people who don't speak the language! Just by using the proper nonverbal signals, they greatly improve being understood!

Activities

First Activity: 30 minutes

1. **Discuss** cultural differences in nonverbal signals.

   Ask: "What cultural differences have you noticed?"

2. **Demonstrate** the nonverbal signs below, all commonly used in the United States.

   Ask: "As I signal each message, can you tell me what each sign means in your culture?"

   a. "Come here." *(Extend your index finger and move it back and forth or up and down.)*
   b. "It's O.K. " *(Form a circle with your thumb and your index finger while keeping all other fingers extended.)*
   c. "I don't know." *(Shrug your shoulders.)*
   d. "No." *(Shake your head from left to right.)*
   e. "Yes." *(Nod your head up and down.)*
   f. "That's disgusting!" *(Wrinkle your nose.)*
   g. "I hope everything is O.K."*(Cross your fingers.)*
   h. "Good-bye." *(Wave your hand from side to side.)*
   i. "I'm just kidding." *(Wink with one eye and smile.)*
   j. "Stop." *(Hold one hand up with your palm facing away from you.)*

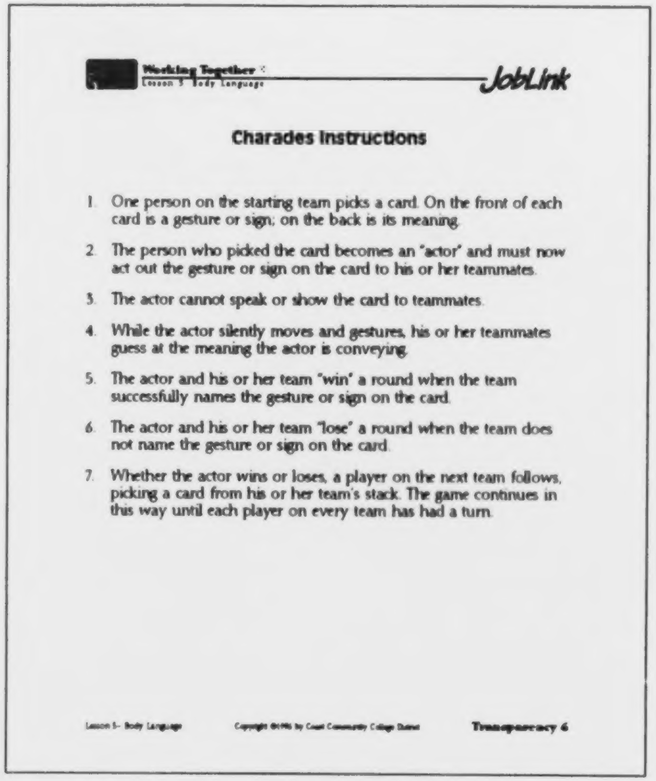
Ask students to suggest other nonverbal gestures they have seen.

Activities

First Activity (continued)

3. **Ask** students what the following signs mean in their culture:
    a. Looking **directly** at another person (in some cultures, disrespect or hostility).
    b. Crossing one leg so that the sole of the shoe faces someone (in some cultures, disrespect).
4. **Ask** students if they can think of other nonverbal signals that are different in their culture than in the United States.
5. **Prepare** two Polaroid cameras. **Pair off** students and assign each pair one or two nonverbal signals to demonstrate. Allow enough time for each pair to decide how to demonstrate their signals; **ask** one person in each pair to take a picture of the other demonstrating the gesture.
6. **Exchange** pictures among the groups.

    Ask students to guess which nonverbal gesture each picture demonstrates.



Charades Instructions

1. One person on the starting team picks a card. On the front of each card is a gesture or sign; on the back is its meaning.
2. The person who picked the card becomes an "actor" and must now act out the gesture or sign on the card to his or her teammates.
3. The actor cannot speak or show the card to teammates.
4. While the actor silently moves and gestures, his or her teammates guess at the meaning the actor is conveying.
5. The actor and his or her team "win" a round when the team successfully names the gesture or sign on the card.
6. The actor and his or her team "lose" a round when the team does not name the gesture or sign on the card.
7. Whether the actor wins or loses, a player on the next team follows, picking a card from his or her team's stack. The game continues in this way until each player on every team has had a turn.

Transparency 6

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Activities

Second Activity: 30 minutes

(See "Alternative Second Activity")

(C-1) Cards

1. **Group** students into teams of 4 or 5. **Give** a stack of charades cards to each group.

(T-6) Transparency

2. **Decide** on the sequence in which teams will go. Assign someone on each team to serve as timekeeper for other teams. Now **explain** the rules of charades to the class while you **project** "Charades Instructions" on the overhead:
   a. One person on the starting team picks a card. On the front of each card is a gesture or sign; on the back is its meaning.
   b. The person who picked the card becomes an "actor" and must now act out the gesture or sign on the card to his or her teammates.
   c. The actor cannot speak or show the card to teammates.
   d. While the actor silently moves and gestures, his or her teammates guess at the meaning the actor is conveying.
   e. The actor and his or her team "win" a round when the team successfully names the gesture or sign on the card.
   f. The actor and his or her team "lose" a round when the team does not name the gesture or sign on the card.
   g. Whether the actor wins or loses, a player on the next team follows, picking a card from his or her team's stack. The game continues in this way until each player on every team has had a turn.

Activities

Second Activity (continued)

3. **Answer** any student questions. Then allow students 15 minutes to play charades. **Walk around** and help any students who get stuck.

4. After the game, **ask** players to name the problems they had in discovering the meaning of the gestures and signals. Use their responses to **discuss** the on-the-job implications when students have trouble correctly interpreting nonverbal gestures and signs.

5. **Use** this discussion to underscore the importance of being aware of the gestures and signs in this culture.

   Ask: "Can we communicate effectively both at work and out of work if we do not know the meaning of such gestures and signs?"

Activities

Second Activity: 30 minutes

Alternative Second Activity

1. **Group** students into groups of 4 or 5. **Give** a stack of charades cards to each group.
2. **Describe** the charade cards: Begin by pointing out that each card illustrates a gesture or a sign on the front, and on the back offers its current meaning of the gesture or sign as interpreted in the United States.
3. **Explain** how you will proceed:
    a. One student will act out the meaning on the *back* of the card *but in a manner customary to his or her culture.* This "actor" cannot speak and cannot show the card to the rest of the group.
    b. The rest of the group has to guess the meaning of the gesture or sign.
    c. When someone guesses the correct answer, another person picks a card and plays "actor," and the game continues in this way.

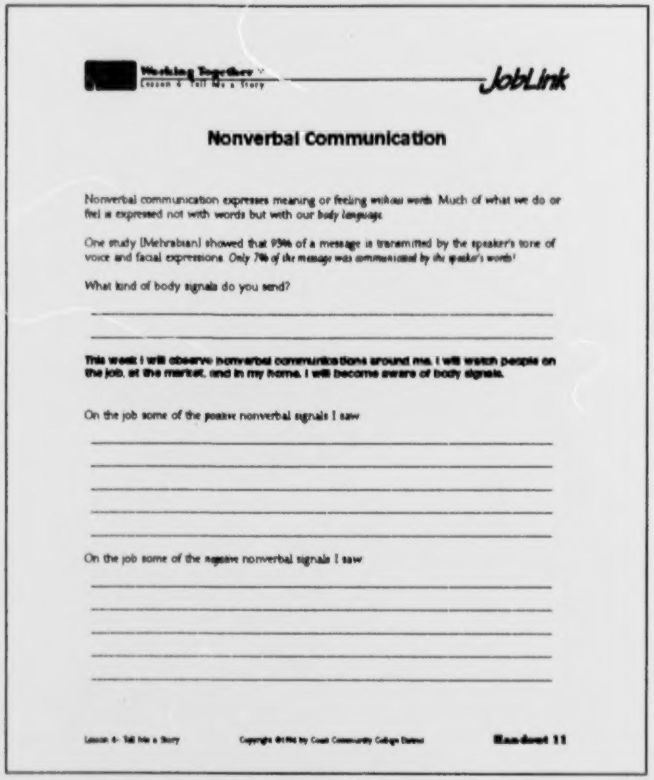
▼ Activities

▼ Second Activity (continued)

4. **Allow** students time to ask questions, and answer any questions they may have. Then give them 15 minutes to play charades.

5. Afterward, **discuss** problems that students had in discovering the meanings of the gestures and signals. Be sure to address the job-related implications of these communication gaps!

6. **Reinforce** the importance of knowing the meanings of gestures and signs to effective communication within any culture. **Stress** that this nonverbal communication skill is just as critical on the job as it is out of the work environment.



Working Together
Lesson 6: Tell Me a Story
JobLink

Nonverbal Communication

Nonverbal communication expresses meaning or feeling without words. Much of what we do or feel is expressed not with words but with our *body language*.

One study [Mehrabian] showed that 93% of a message is transmitted by the speaker's tone of voice and facial expressions. *Only 7% of the message was communicated by the speaker's words!*

What kind of body signals do you send?

____

____

This week I will observe nonverbal communications around me. I will watch people on the job, at the market, and in my home. I will become aware of body signals.

On the job some of the positive nonverbal signals I saw

____

____

____

____

____

On the job some of the negative nonverbal signals I saw

____

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Handout 11

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Activities

Third Activity: 10 minutes

1. **Ask** students to suggest some positive body signals they could send to their teammates and their supervisors during the next week. **List** their suggestions on the overhead or flip chart.

2. **Discuss** the importance of being aware of the nonverbal signals you send.

   Ask: "Did you ever think that someone was mad at you, and later you found he or she really wasn't? What did that person do to 'signal' you? How did you interpret that nonverbal signal?"

3. **Talk about** the importance of knowing the people on your team. **Ask:** "Do they often send the same nonverbal signals? Would it help you to be able to read their nonverbal signals? Would it help them to be able to read your signals? How?"

4. **Distribute** "Nonverbal Communication" and review it with students.

136

135

Activities

Ending: 5 minutes

1. **Distribute** 3x5 cards.

2. **Instruct** students to write "#1" on one side of their cards. Then show them a positive body signal. Now ask them to **identify** it as either positive or negative and to write their answer under "#1."

3. **Continue:** Ask students to write "#2" on the other side of their cards. Then give them a negative body signal. Now ask them to **identify** your signal as positive or negative and to write their answer under "#2."

4. **Collect** their cards and **say** good-bye without speaking.

JobLink

Winning

At

Work

Working Together

Communicating on Teams

Lesson 6
Pass The Picture

- Synergism At Work

▼ Lesson Description

This culminating activity in this module demonstrates effective teamwork. Students will witness the fact that team members create a good product when they know their roles, participate in the process, and use good communication skills.

To achieve the lesson objectives, students will participate in a collaborative writing activity. In this activity, students work in teams of six. All six students receive a team picture; a piece of notebook paper is attached to the picture. The student studies the photo while the instructor asks a simple question about it. Then students write their answers to that question and *pass both the picture the notebook paper* to the right. In this way, each member of the six-member team answers one specific question about the same picture. Thus every team member contributes to the final story. When finished, the team members have before them six stories about six pictures written by six team members.

This collaborative writing process introduces students to the concept of *synergism*, illustrating what results when a team works well *together* and at the same time the necessity for each team member to contribute to the success of the team.

Objectives

By completing this lesson, students will be able to:

1. **Complete** their individual roles in a collaborative writing activity.
2. **Identify** responsibilities of team members.
3. **Explain** the meaning of *synergism*.

Materials Needed

Hardware

1. Overhead projector and screen
2. Pictures (4 sets of 6 per set)
3. Notebook paper

Transparencies

"Pass the Picture Questions" (Transparency 7)

Forms

"Posttest"

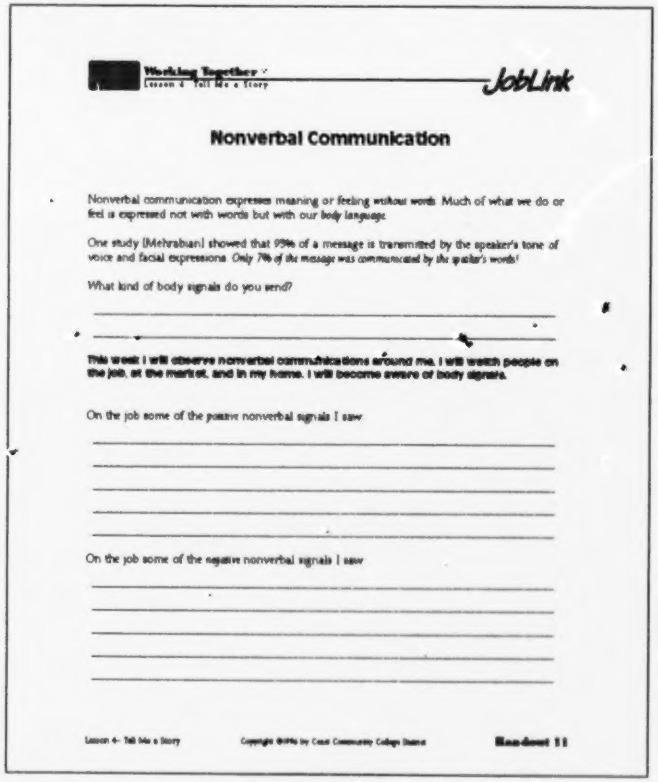
"Learner Assessment"

Classroom Setup

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Small Groups	45 min.
Second Activity- Small Groups	10 min.
Third Activity- Large Group	10 min.
Ending- Large Group	15 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



Working Together
Lesson 4: Tell Me a Story
JobLink

Nonverbal Communication

Nonverbal communication expresses meaning or feeling *without words*. Much of what we do or feel is expressed not with words but with our *body language*.

One study (Mehrabian) showed that 93% of a message is transmitted by the speaker's tone of voice and facial expressions. *Only 7% of the message was communicated by the speaker's words!*

What kind of body signals do you send?

This week I will observe nonverbal communications around me. I will watch people on the job, at the market, and in my home. I will become aware of body signals.

On the job some of the *positive* nonverbal signals I saw

On the job some of the *negative* nonverbal signals I saw

Lesson 4- Tell Me a Story   Copyright ©1996 by Coast Community College District   **Handout 11**

Handout 11

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Activities

Opening: 10 minutes

1. **Welcome** students.

(H-11)
Handout

2. **Discuss** the handout "Nonverbal Communication"

   Ask: "Did you observe body language at work and at home?"

   "Please describe some of the *positive* body signals you observed."

   "Please describe some of the *negative* body signals you observed."

   "Have you changed any of your body signals. If so, how?"

Activities

First Activity: 45 minutes

1. **Display** a picture of a team *(preferably, not a picture that will be used later in the activity).*

2. **Ask** simple questions that will generate students' interest in the team picture and will encourage creative, descriptive responses. *For example:*

   "What do you think these team members are doing?"
   "Where do you think this team is working? What city? state? country?"
   "What kind of company does this team work for?"

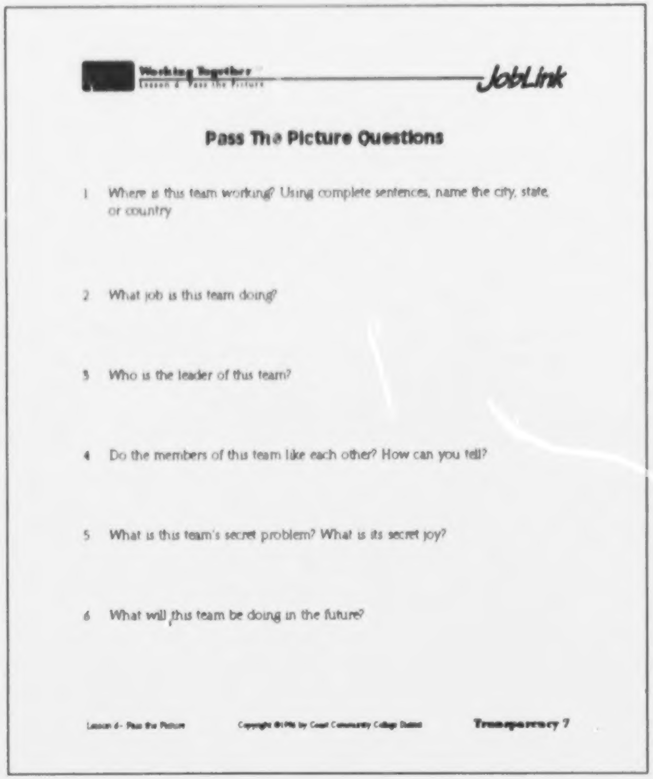
3. **Explain** that in today's activity, they will answer similar questions about different pictures.

4. Group participants into teams of 6.

   Note: *Before class begins, check whether 6-member teams will indeed work; if not, determine another workable arrangement. In any case, be sure to have a plan beforehand!*

5. **Distribute** to each group one set of pictures, each of which has a blank piece of notebook paper attached. Now every student has a photo with a clipped sheet of notebook paper.

6. **Invite** students to study their pictures for a minute. Then **ask** them to turn their pictures facedown and to write "#1" on the notebook paper.



Working Together
Lesson 6: Pass the Picture
JobLink

Pass The Picture Questions

1 Where is this team working? Using complete sentences, name the city, state, or country

2 What job is this team doing?

3 Who is the leader of this team?

4 Do the members of this team like each other? How can you tell?

5 What is this team's secret problem? What is its secret joy?

6 What will this team be doing in the future?

Lesson 6- Pass the Picture Copyright ©1996 by Coast Community College District **Transparency 7**

Transparency 7

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Activities

First Activity (continued)

(T-7) Transparency

7. **Project** "Pass the Picture Questions" on the overhead so that *only question 1 is displayed.* Read question 1 aloud and **ask** participants to write their answers next to "#1" on their notebook papers. **Encourage** them to write complete sentences as they identify the locale *(city, state, country)* of this picture.

8. **Lead** participants through the next step: "Now pass your picture–*with your notebook paper still attached*–to the person on your right. From the person on your left, take a new picture with the notebook paper attached."

9. **Instruct** participants to look at their new pictures and to read the notebook sheet. Then **project** question 2 on the overhead, and read the question aloud. Now say: "Please answer question 2 in one or two short sentences, just as you did for question 1." Allow time for students to write before proceeding to the next step.

10. **Instruct** the teams as follows: "Once you've finished, please pass your picture *and* your paper to the person on your right. And please *take* a new picture and paper from the person on your *left*."

11. **Continue** this procedure until all six questions are answered. Now each person in the group has answered one question about each picture.

Activities

First Activity (continued)

12. **Explain** how each team will now *evaluate* the stories and pictures:
    a. Each student will read aloud the story he or she is now holding.
    b. When all six stories have been read, the team will decide which picture and story they like best–this is the "team story," the one they will share with the entire class.
    c. As a team, they will create a title for their team story and include each team member's name as a co-author.

13. **Ask** the group to choose a "secretary" to copy the team story, and instruct the secretary to correct any errors.

Activities

Second Activity: 10 minutes

1. *Optional:* **Ask** each team to choose a spokesperson who will read the team story before the class. **Allow** time for each spokesperson to read.
2. **Display** each team's picture and team story in a suitable location. If possible, arrange to have each of the team stories typed, and attach the picture to each story.
3. **Create** a handout that includes all the team stories. Develop a title page. Make copies for everyone, and distribute the copies at the beginning of the next class. *(If students are not taking another class, be sure to mail the handouts to them or take them to their companies.)*
4. **Discuss** the elements of a good story. **Ask** students if they liked writing together.

Activities

Second Activity (continued)

5. **Write** the word *synergy* on a blank transparency and **project** it on the overhead. **Ask** the class to guess at its meaning. After a minute, break down the word as follows:

syn	means "together"
erg	means "work" (from Greek *ergon*, the root of *ergonomic*)

Thus *synergy* means "work together"! Both *syn* and *erg* are of Greek origin.

Note: English has borrowed *many* words from Greek–but even more from Latin! Students who speak Spanish may be greatly encouraged to know that Latin (the source of Spanish, Portuguese, and other Romance languages) is the number-one source of English borrowings. As they study English vocabulary, these students should be able to see *many, many* "links" with English!

6. **Explain** that when a team works well together it generates a special kind of energy, an energy that is greater than the sum of its parts–synergy. One key reason many companies support teamwork is that they believe that synergy helps create better products.

7. **Ask** participants if today's team displayed synergy. "What helped to create that synergy?"

8. **Ask:** "Does your workplace team have synergy? Why?"

Activities

Third Activity: 10 minutes

1. **Review** the six lessons in this module:

Lesson 1: The importance of small talk and of getting to know the members of your team. Remind students of the class pictures and team pictures.

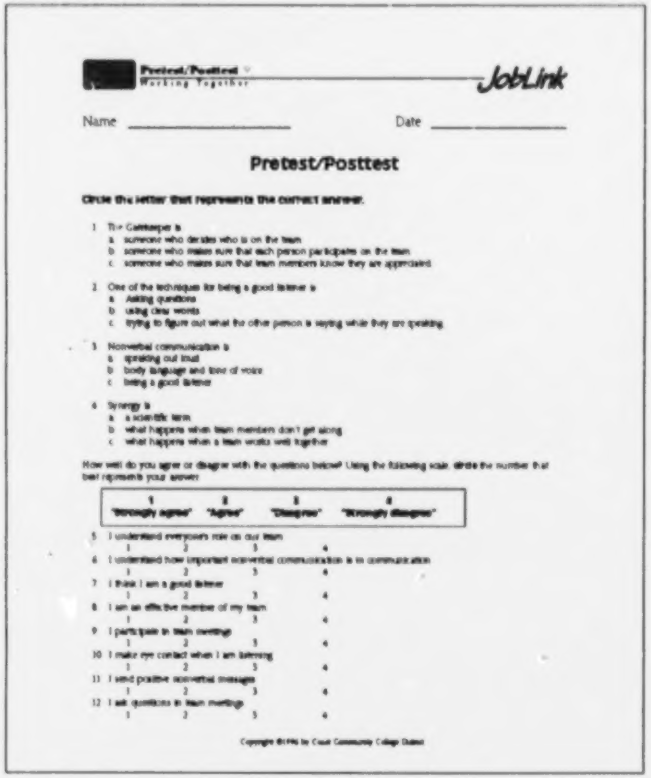
Lesson 2: The characteristics of effective teams. Remind students of the teacup factory exercise.

Lesson 3: Team roles: Taskmaster, Recorder, Cheerleader, Timekeeper, and Gatekeeper. Recall the advertisements the team created for their company or department.

Lesson 4: Active listening techniques: Make eye contact, repeat in your own words what you hear others say, and ask questions. Each student read an article in a newsletter and told someone about their article.

Lesson 5: The importance of nonverbal communication and body language. The class discussed the fact that 93% of the meaning of a message is derived from some form of nonverbal communication.

Lesson 6: The importance of synergy. The class participated in the Pass the Picture exercise.



Pretest/Posttest
Working Together
JobLink

Name ____________________ Date ____________________

Pretest/Posttest

Circle the letter that represents the correct answer.

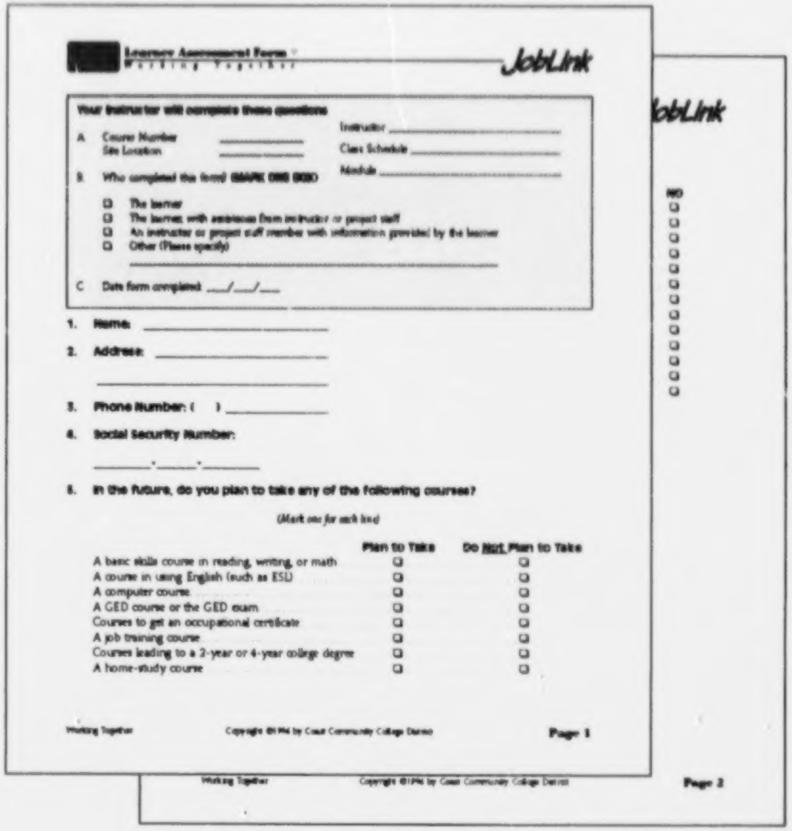
1. The Gatekeeper is
   a. someone who decides who is on the team
   b. someone who makes sure that each person participates on the team
   c. someone who makes sure that team members know they are appreciated
2. One of the techniques for being a good listener is
   a. Asking questions
   b. using clear words
   c. trying to figure out what the other person is saying while they are speaking
3. Nonverbal communication is
   a. speaking out loud
   b. body language and tone of voice
   c. being a good listener
4. Synergy is
   a. a scientific term
   b. what happens when team members don't get along
   c. what happens when a team works well together

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

1	2	3	4
"Strongly agree"	"Agree"	"Disagree"	"Strongly disagree"

5 I understand everyone's role on our team
1 2 3 4
6 I understand how important nonverbal communication is in communication
1 2 3 4
7 I think I am a good listener
1 2 3 4
8 I am an effective member of my team
1 2 3 4
9 I participate in team meetings
1 2 3 4
10 I make eye contact when I am listening
1 2 3 4
11 I send positive nonverbal messages
1 2 3 4
12 I ask questions in team meetings
1 2 3 4

Form



Learner Assessment Form
Working Together
JobLink

Your instructor will complete these questions

A Course Number __________ Instructor ____________________
Site Location __________ Class Schedule ____________________
Module ____________________

B Who completed the form? (MARK ONE BOX)

☐ The learner
☐ The learner with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify)
____

C Date form completed ___/___/___

1. **Name:** ____________________
2. **Address:** ____________________
____
3. **Phone Number:** ( ) __________
4. **Social Security Number:**
_______-_____-_______
5. **In the future, do you plan to take any of the following courses?**

(Mark one for each line)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐

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JobLink
NO
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Form

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Activities

Ending: 15 minutes

1. **Distribute** a "Posttest" to each student. **Collect** the completed tests when all the students are finished.
2. **Distribute** "Learner Assessment Form". Have students fill it out and **collect** when completed.
3. **Thank** students and **say** good-bye.

Name ______________________ Date __________________

Pretest/Posttest

Circle the letter that represents the correct answer.

1. The Gatekeeper is:
   a. someone who decides who is on the team.
   b. someone who makes sure that each person participates on the team.
   c. someone who makes sure that team members know they are appreciated.

2. One of the techniques for being a good listener is:
   a. Asking questions.
   b.. using clear words.
   c. trying to figure out what the other person is saying while they are speaking.

3. Nonverbal communication is:
   a. speaking out loud.
   b. body language and tone of voice.
   c. being a good listener.

4. Synergy is:
   a. a scientific term.
   b. what happens when team members don't get along.
   c. what happens when a team works well together.

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

1	2	3	4
"Strongly agree"	**"Agree"**	**"Disagree"**	**"Strongly disagree"**

5. I understand everyone's role on our team.
   1 2 3 4
6. I understand how important nonverbal communication is in communication.
   1 2 3 4
7. I think I am a good listener.
   1 2 3 4
8. I am an effective member of my team.
   1 2 3 4
9. I participate in team meetings.
   1 2 3 4
10. I make eye contact when I am listening.
   1 2 3 4
11. I send positive nonverbal messages.
   1 2 3 4
12. I ask questions in team meetings.
   1 2 3 4

Learner Enrollment Form ▼

Working Together

JobLink

Instructor ____________________

Class Schedule ____________________

Module ____________________

Your instructor will complete these questions

A. Course Number ____________

Site Location ____________

B. Who completed this form?
(MARK ONE BOX)

- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (Please specify)

____

____

C. Date form completed: ___/___/___

1. **Name:** ____________________

2. **Address:** ____________________

____

3. **Phone Number: (   )** ____________________

4. **Social Security Number:**

_____-_____-_____

5. **Age:** ____________

6. **Were you born in the United States?**
☐ Yes ☐ No

7. **Sex:** ☐ Male ☐ Female

8. **Race: (Mark One Box)**
- ☐ White
- ☐ Black (African American)
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan Native
- ☐ Hispanic
- ☐ Other (Please specify):

____

9. **Is English the language that is spoken most often in your home?**
☐ Yes ☐ No

10. **How many years of school have you completed?** ____________

Of these, how many in the U.S.? ____________
In any other country? ____________

11. **Are you a union member?**
☐ Yes– What is the name of your union?

____

☐ No

12. **Please rate your ability to perform each of the following activities.**

(Please mark one response for every activity)

	Poor	**Fair**	**Good**	**Excellent**
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

13. **Do you have a job?**
- ☐ Yes, employed
- ☐ Yes, on temporary layoff

→ Go to next page

- ☐ No, retired
- ☐ No, not employed

→ STOP

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Thank you. You have completed this form. Please return it to your instructor.

Please answer questions 14-18 for the job that allows you to take this course.

14. Name of company or employer:

____

15. Job Title:

____

16. On average, how many hours per week do you work on this job?

_______- _______ Hours per week

17. How much do you earn at this job?
(Write amount and mark one box)

$_________ ☐ Per hour ☐ Per year

18. Do you get any of the following benefits at this job?

(Mark one for each line)

	Yes	**No**
Paid vacation	☐	☐
Paid sick leave	☐	☐
Paid holidays	☐	☐
Health insurance	☐	☐

19. How long have you worked at this job?

_______ - _______ and ______-_______
years months

20. At your job, do you need to do any of the following?

(Mark one for each line)

	Yes	**No**
Read instructions	☐	☐
Receive spoken instructions in English	☐	☐
Speak English	☐	☐
Work as part of a team	☐	☐
Write in English	☐	☐
Use math	☐	☐
Solve problems/use reasoning	☐	☐

21. Do you work at more than one job?
☐ Yes ☐ No

Thank you. You have completed this form. Please return it to your instructor.

Your instructor will complete these questions

A. Course Number ____________
Site Location ____________

Instructor ____________
Class Schedule ____________
Module ____________

B. Who completed this form? **(MARK ONE BOX)**

☐ The learner
☐ The learner, with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify)
____

C. Date form completed: ___/___/___

1. **Name:** ____________

2. **Address:** ____________
____

3. **Phone Number: (   )** ____________

4. **Social Security Number:**
_____-_____-_____

5. **In the future, do you plan to take any of the following courses?**

(Mark one for each line)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐

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Since this course began, have you:

(Mark one for each line)

	YES	NO
Learned what you wanted to learn in this course?	☐	☐
Changed your educational or career goals?	☐	☐
Had more responsibility added to your job?	☐	☐
Moved to a shift you prefer?	☐	☐
Switched from part-time to full-time?	☐	☐
Received a pay raise?	☐	☐
Been promoted?	☐	☐
Received an award, bonus, or other special recognition on your job?	☐	☐
Received your GED?	☐	☐
Applied for a new job?	☐	☐
Started a new job at another company?	☐	☐
Been laid off?	☐	☐
Left your job for any other reason? (Please Specify)	☐	☐

____

7. Please rate your ability to perform each of the following activities.

(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

**Thank you. You have completed this form.
Please return it to your instructor.**

Getting To Know You

(Place picture here.)

Name: ____________________ Date: ____________________

My Team at Work

It is important to learn the names of your co-workers. It is important to call them by their names. When you take the time and effort to learn someone's name, you give them the message that you care about him or her and think he or she is important.

Fill in the chart below. In the first column, write down the names of the members of your team. In the second column, write their jobs. Then, during the week, take a picture of your team. (Be sure to include your lead and supervisor.) Attach your picture to this paper.

Name of Team Member	His or Her Team Job

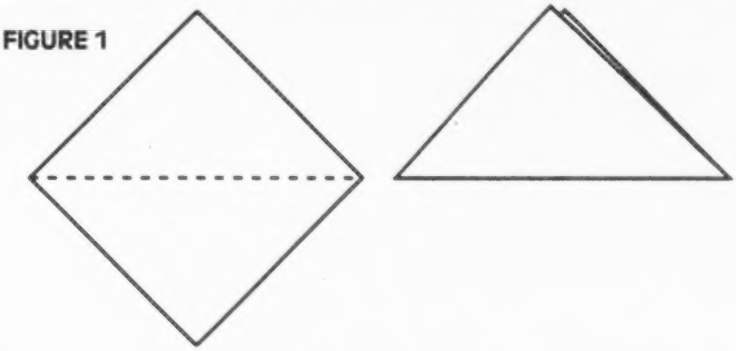
My Team Members

(Paste team picture here.)

Patterns of Teacup Origami

1. Take a square piece of paper and fold it in half to make a triangle (Figure 1)

FIGURE 1



2. Fold the left corner of the triangle to the middle of the opposite side (Figure 2). Do the same thing with the right corner (Figure 3).

FIGURE 2

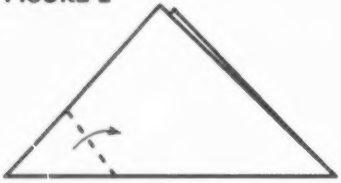
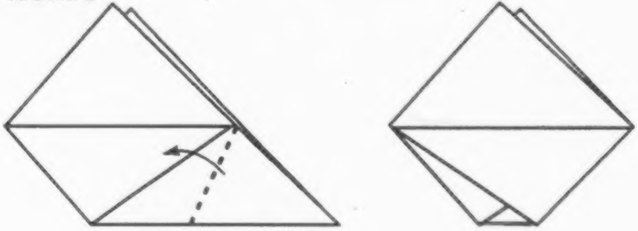


FIGURE 3



3. Fold down the front flap (Figure 4). Do the same thing with the back flap (Figure 5).

FIGURE 4

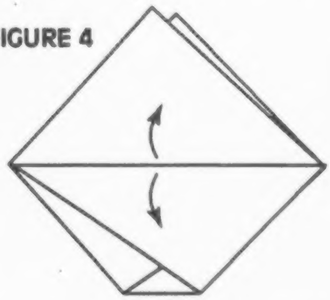
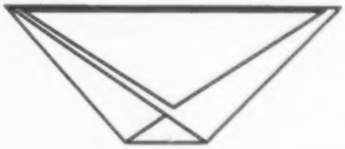


FIGURE 5



PURPLE COWS & POTATO CHIPS, ©1987 by Alemany Press, Hayward, CA
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Rating Today's Team

My Team	**Strongly agree**			**Strongly disagree**	
Had clear goals	5	4	3	2	1
Made progress toward our goals	5	4	3	2	1
Stayed on task	5	4	3	2	1
Made decisions based on all views	5	4	3	2	1
My Teammates					
Listened well to each other	5	4	3	2	1
Helped each other by asking useful questions	5	4	3	2	1
Were respectful of all points of view	5	4	3	2	1
All participated	5	4	3	2	1

My suggestions for improvement:

Characteristics of an Effective Team Member

1. Treats team members with respect
2. Expresses opinions freely
3. Provides open, honest, and accurate information
4. Acts in a positive and constructive manner
5. Provides feedback
6. Understands individual and team roles
7. Participates in team meetings
8. Has good attendance
9. Is willing to try new things
10. Encourages others to express opinions

The Jobs for Today

Taskmaster: Makes sure that the group stays on task.
Says: "What do we need to do first?" "Let's talk about the weekend later. We need to keep working on this."

Recorder: Records team members' ideas and suggestions for the ad.
Says: "Repeat that so I can write that down."

Cheerleader: Makes sure that teammates know they are appreciated.
Says: "That's a great idea!" "It really is terrific when everyone contributes like this."

Timekeeper: Makes sure the team finishes the job in the time allowed. About every 10 minutes or so he or she reminds the team how much time is left.
Says: "We only have 10 minutes to finish this, so we better concentrate and get it finished."

Gatekeeper: Makes sure that each person participates and that no one individual dominates the group.
Says: "What do you think, Juan?" "Do you agree with that, Tania? We would like to know what you think."

Our Roles at Work

Today you are learning about **roles** people play on work teams. Roles have different *names* in different companies. Below are some role names and their descriptions. What are the *names* of these roles in your company? Do you have other roles in *your* company? If so, please add them to the bottom of this chart.

The **Gatekeeper** makes sure that each person participates and that no one individual dominates the group. Says: "What do *you* think, Juan?" "Do *you* agree with that, Tania? We would like to know what *you* think."

The **Cheerleader** makes sure that the contributions of each member and the team as a whole are appreciated. Says: "You deserve a pat on the back." "Our team is doing a great job!"

The **Taskmaster** or **Facilitator** keeps the group on task and tries to make sure that each person contributes. He or she guides the group and makes sure the group discusses the important information. "I'd like to hear about your fun weekend, but right now, we need to work on this."

The **Secretary, Scribe,** or **Recorder** takes notes to record the team information about the meeting. He or she may also be the team spokesperson and report to the lead or supervisor.

The **Timekeeper** makes sure that the team members stay on time. Every 10 or 15 minutes, he or she notifies the members of how much time is left, so the team can finish the project without running out of time.

Team Roles in Your Company

Name of Team Role	Job Description (Duties)

Article A
Are You Coping With Stress?

Demanding bosses, coworkers who don't pull their weight, not enough hours in the day to get everything done…job stress is becoming a worldwide epidemic.

That's the gist of a recent Associated Press story on a report by the International Labor Organization, titled "Job Stress: The 20th Century Disease." The report says that claims for stress related injuries on the job "have climbed from 5 percent of all occupational disease claims in 1980 to 15 percent a decade later."

The ILO, an arm of the United Nations, estimates "the cost of job stress in the U.S. alone at $200 billion annually."

According to the report, the cost stems from "compensation claims, reduced productivity, absenteeism, added health insurance costs and direct medical expenses for related diseases such as ulcers, high blood pressure and heart attacks."

One cause of stress is the constant monitoring of employees to check "how quickly they perform a task and the frequency and length of breaks." Unfortunately, companies are contributing to stress by doing little to help employees cope with it, notes the report.

Here are some ways management might help to reduce employee stress:

- Understand that employee helplessness and uncertainty are two major causes of stress. Empower employees to make decisions in the areas they know best, trust them to do their jobs correctly, and let them know where they stand.
- Increase employee self-esteem. One way: Let people know they are valued.

Here are some ways employees can cope with workplace stress:

- Realize that stress is based on your perception of something that you feel threatens you–and that you have the power to change that perception. Step back and ask yourself what about the situation threatens you–and how you can see it differently. One suggestion: Find something in the situation you can control–and do so.
- Develop a commitment toward your job. Determine what it is about your job that makes a difference–and see it as a mission. In this way, you'll react to your own pressures.
- Develop additional job skills. Take courses, read books, learn a new computer program. The more competent you feel, the more you'll feel in control of your career.
- Gain control of as many aspects of your life as you can. If the job situation seems out of hand, concentrate on those things in your private life that you can direct and regulate.
- Avoid trying to be a perfectionist. Just strive to do the best you can under the circumstances.

Source: Adapted from Communication Briefings, Volume XIV, Number 1

Name ______________________ Date ____________________

Quiz on Article A
"Are You Coping With Stress?"

Answer the following questions True (T) or False (F)

______ 1. According to the article, job stress is becoming a worldwide epidemic.
______ 2. Stress related injuries are a huge percentage of occupational disease claims.
______ 3. The ILO estimates that the cost of job stress in the U.S. alone is at $200 billion dollars annually.
______ 4. Fortunately, companies are doing a lot to help employees cope with stress.
______ 5. There is nothing you can do to cope with stress.

Write in the correct answer:

1. According to the article, the cost of job stress comes partly from reduced ____________________.
2. One cause of stress is the constant monitoring of employees to check how quickly they ______________________.
3. Stress is based on your __________________ that something is threatening you.
4. To cope with stress you should find something in the situation you can ____________________.
5. Another tip for coping with stress is to develop your ______________________.
6. You should also avoid trying to be a ________________________.

control
productivity
job skills
perception
perfectionist
perform a task

Answer the following question:

1. How does gaining control over other parts of your life help you to cope with stress?

Article B
Memory Problems?

We've all probably known people who tie strings to their fingers in order to better remember something, then can't remember what they string is supposed to represent. We've also known people who write important information in the palms of their hands, only to forget about it and wash it off.

From time to time each of us experiences a certain amount of forgetfulness. Card shops exhibit almost as many "I'm sorry, I'm late" birthday cards as they do the routine variety. We forget to send Thank You notes. We forget anniversaries. We forget to stop by the store on the way home from the office. We forget a great many things, but that doesn't necessarily mean we are thoughtless and don't care. It often simply means that we are busy and that our memories simply need a jump start.

Listed below are a few suggestions for improving your memory.

- Make "To Do" lists. In addition to helping you get things done, these lists are visible indications of accomplishments. As such, they help build self-esteem.
- Maintain a calendar. Transfer regular events (birthdays, anniversaries, etc.) from one year to the next. Add other appointments and engagements as they develop. The best calendars are those that show a month (as opposed to each day) at a glance. This type of calendar allows you to prepare (shop for gifts and so on) for upcoming events. Keep the calendar in a location where it can be easily viewed on a daily basis.
- Make it meaningful. We are much more likely to remember information that is important to us. The trick is making it important.
- Work at it. People who claim they "can't remember anything," probably won't.
- Make associations. If you meet someone named David, you are more likely to remember his name if you visualize a David that you already know.
- Be a doer. There's an old saying that people remember 90% of what they do, 75% of what they see, and 20% of what they hear.
- Talk about what you need to remember. Sometimes the act of saying it (to yourself or to someone else) will help to better imprint items on your memory.
- Get enough rest. Nothing is easy when we are tired, including remembering things.
- Stop worrying. Worrying about memory loss, as is the case with **Worry In General Only Makes Matters Worse.**

Name ____________________ Date ________________

Quiz on Article B
"Memory Problems?"

Answer the following questions True (T) or False (F)

_____ 1. Forgetting usually means we are thoughtless or don't care.
_____ 2. Being busy can cause us to forget.
_____ 3. "To Do" lists can help us build self-esteem.
_____ 4. Monthly calendars work better than daily calendars.
_____ 5. The best way to remember is to hear something.

Write in the correct answer:

1. "To Do" lists are visible indications of ____________________.
2. Make it ________________ is one of the tips that will help us remember.
3. Sometimes just ________________ helps us remember.
4. Get enough _____________. It only makes matters worse.
5. People remember 90% of what they ________________.

rest
worrying
accomplishments
meaningful
talking
do

Answer the following question:

1. How do you maintain a calendar?

Listening Skills

A. Consider the following listening tips:

To be an active listener you should:

1. Make eye contact: Listen with your eyes as well as your ears.
2. Repeat in your own words what you hear others say.
3. Ask questions.

B. Keeping these tips in mind, answer the following questions. Be sure to bring the completed worksheet with you next week, so we can discuss the answers in class.

1. Can you name one example when you applied each of the above techniques recently?
2. Do you listen with your eyes and ears?
3. How do you listen with your eyes?
4. What does "reading between the lines" mean?
5. In the year 2 B.C., Zeno of Citium said, "The reason we have two ears but one mouth is so we might listen more and talk less." Do you agree? Why?
6. Is listening important on your job? Why?
7. On your job, do any noises, machinery, or people make listening difficult?
8. If you don't understand what someone says, what do you do? What do you say?
9. On a scale of 1 (low) to 5 (high), how do you rate yourself as a listener?
10. How do you rate your supervisor as a listener?
11. How do you rate each team member as a listener?
12. Would your team be more effective if everyone listened better? Why?

Nonverbal Communication

Nonverbal communication expresses meaning or feeling *without words*. Much of what we do or feel is expressed not with words but with our *body language*.

One study [Mehrabian] showed that 93% of a message is transmitted by the speaker's tone of voice and facial expressions. *Only 7% of the message was communicated by the speaker's words!*

What kind of body signals do you send?

This week I will observe nonverbal communications around me. I will watch people on the job, at the market, and in my home. I will become aware of body signals.

On the job some of the *positive* nonverbal signals I saw:

On the job some of the *negative* nonverbal signals I saw:

Working Together **(C-1)**

Thumbs Up

Sign **Charades Cards**

Working Together **(C-1)**

Index Finger To Lips

Sign **Charades Cards**

Working Together **(C-1)**

Thumbs Down

Sign **Charades Cards**

Working Together **(C-1)**

Index Finger Moved
Across Throat

Sign **Charades Cards**

Working Together **(C-1)**

Shrug Shoulders

Sign **Charades Cards**

Working Together **(C-1)**

Palms Up–
Shoulders Shrugged

Sign **Charades Cards**

Working Together **(C-1)**

Thumb & Index Finger
Form Circle
(3 Other Fingers Up)

Sign **Charades Cards**

Working Together **(C-1)**

Moving Index Finger
Or
Back Of Hand Toward & Away

Sign **Charades Cards**

Working Together **(C-1)**

Left Hand
(Horizontal)
Touching Top Of Right Hand
(Vertical)

Sign **Charades Cards**

Working Together **(C-1)**

Point To Ear

Sign **Charades Cards**

Working Together (C-1)

(Shhh)
Be Quiet

Meaning Charades Cards

Working Together (C-1)

(That's)
Good!

Meaning Charades Cards

Working Together (C-1)

"Cut"
(Stop)

Meaning Charades Cards

Working Together (C-1)

(That's)
Bad!

Meaning Charades Cards

Working Together (C-1)

"What Can I Do?"
(Helpless)
Not My Responsibility

Meaning Charades Cards

Working Together (C-1)

I Don't Know

Meaning Charades Cards

Working Together (C-1)

(That's)
Good!

Meaning Charades Cards

Working Together (C-1)

(It's) Ok

Meaning Charades Cards

Working Together (C-1)

Listen

Meaning Charades Cards

Working Together (C-1)

Stop
Time Out
Break Time

Meaning Charades Cards

Working Together **(C-1)**

Cupping Hand To Ear

Sign **Charades Cards**

Working Together **(C-1)**

Arm & Hand Up In The Air

Sign **Charades Cards**

Working Together **(C-1)**

Throw Hands Up In The Air

Sign **Charades Cards**

Working Together **(C-1)**

Rubbing Index Fingers
Across Each Other

Sign **Charades Cards**

Working Together **(C-1)**

Hand Extended Palm To Floor
Move Back & Forth
(Horizontally)

Sign **Charades Cards**

Working Together **(C-1)**

Sign **Charades Cards**

Working Together **(C-1)**

Sign **Charades Cards**

Working Together **(C-1)**

Sign **Charades Cards**

Working Together **(C-1)**

Sign **Charades Cards**

Working Together **(C-1)**

Sign **Charades Cards**

Working Together (C-1)

I Surrender

Meaning Charades Cards

Working Together (C-1)

I Can't Hear You Speak Louder, Please

Meaning Charades Cards

Working Together (C-1)

Shame On You (It)

Meaning Charades Cards

Working Together (C-1)

I Give Up

Meaning Charades Cards

Working Together (C-1)

Meaning Charades Cards

Working Together (C-1)

No More... Stop

Meaning Charades Cards

Working Together (C-1)

Meaning Charades Cards

Working Together (C-1)

Meaning Charades Cards

Working Together (C-1)

Meaning Charades Cards

Working Together (C-1)

Meaning Charades Cards

Getting To Know You

____

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____

____

(Place picture here.)

Name: ____________________   Date: ____________________

My Team at Work

It is important to learn the names of your co-workers. It is important to call them by their names. When you take the time and effort to learn someone's name, you give them the message that you care about him or her and think he or she is important.

Fill in the chart below. In the first column, write down the names of the members of your team. In the second column, write their jobs. Then, during the week, take a picture of your team. (Be sure to include your lead and supervisor.) Attach your picture to this paper.

Name of Team Member	His or Her Team Job

My Team Members

(Paste team picture here.)

Rating Today's Team

My Team	**Strongly agree**			**Strongly disagree**	
Had clear goals	5	4	3	2	1
Made progress toward our goals	5	4	3	2	1
Stayed on task	5	4	3	2	1
Made decisions based on all views	5	4	3	2	1
My Teammates					
Listened well to each other	5	4	3	2	1
Helped each other by asking useful questions	5	4	3	2	1
Were respectful of all points of view	5	4	3	2	1
All participated	5	4	3	2	1

My suggestions for improvement:

____

____

____

The Jobs for Today

Taskmaster:	Makes sure that the group stays on task. **Says:** "What do we need to do first?" "Let's talk about the weekend later. We need to keep working on this."
Recorder:	Records team members' ideas and suggestions for the ad. **Says:** "Repeat that so I can write that down."
Cheerleader:	Makes sure that teammates know they are appreciated. **Says:** "That's a great idea!" "It really is terrific when everyone contributes like this."
Timekeeper:	Makes sure the team finishes the job in the time allowed. About every 10 minutes or so he or she reminds the team how much time is left. **Says:** "We only have 10 minutes to finish this, so we better concentrate and get it finished."
Gatekeeper:	Makes sure that each person participates and that no one individual dominates the group. **Says:** "What do you think, Juan?" "Do you agree with that, Tania? We would like to know what you think."

Copyright ©19[illegible] by Coast Community College District

Rating Today's Team

My Team	**Strongly agree**			**Strongly disagree**	
Had clear goals	5	4	3	2	1
Made progress toward our goals	5	4	3	2	1
Stayed on task	5	4	3	2	1
Made decisions based on all views	5	4	3	2	1
My Teammates					
Listened well to each other	5	4	3	2	1
Helped each other by asking useful questions	5	4	3	2	1
Were respectful of all points of view	5	4	3	2	1
All participated	5	4	3	2	1

My suggestions for improvement:

Charades Instructions

1. One person on the starting team picks a card. On the front of each card is a gesture or sign; on the back is its meaning.
2. The person who picked the card becomes an "actor" and must now act out the gesture or sign on the card to his or her teammates.
3. The actor cannot speak or show the card to teammates.
4. While the actor silently moves and gestures, his or her teammates guess at the meaning the actor is conveying.
5. The actor and his or her team "win" a round when the team successfully names the gesture or sign on the card.
6. The actor and his or her team "lose" a round when the team does not name the gesture or sign on the card.
7. Whether the actor wins or loses, a player on the next team follows, picking a card from his or her team's stack. The game continues in this way until each player on every team has had a turn.

Pass The Picture Questions

1. Where is this team working? Using complete sentences, name the city, state, or country.

2. What job is this team doing?

3. Who is the leader of this team?

4. Do the members of this team like each other? How can you tell?

5. What is this team's secret problem? What is its secret joy?

6. What will this team be doing in the future?

JobLink

Winning

At

Work

Working Together

Supervisor— Communicating on Teams

▼ *Table of Contents*

▼ **Supervisor Lesson 1:** 3–17

▼ **Supervisor Lesson 2:** 19–31

JobLink

Winning

At

Work

Working Together

Participating on the Workplace Team

Supervisor Lesson 1

Lesson Description

First Hour:

Supervisors receive an introduction to the concepts taught in "Working Together" by using a team activity. Supervisors are then given a summary of the lessons, and both questions to ask and discussion topics to use as the module is being taught.

Second Hour:

Supervisors are given a summary of the progress of the class. The rest of the hour focuses on strategies for improving and continuing the skills learned in "Working Together".

▼ Objectives

By completing this lesson, supervisors will be able to:

1. **Understand** basic concepts taught in module.
2. **Encourage** supervisors to continue learning between classes through Questions to Ask and Discussion Topics.

▼ Materials Needed

▼ Hardware

1. Overhead projector
2. Whiteboard/Flip chart
3. Whiteboard Flip chart pens
4. 9 pieces of paper for every 10 people in the class.

▼ Transparencies

"Objectives" (Supervisor Transparency 1)

"Supervisor's Role in Training" (Supervisor Transparency 2)

▼ Handouts

"Characteristics of an Effective Team Member" (Supervisor Handout 1)

"Objectives" (Supervisor Handout 2)

"Supervisor's Role in Training" (Supervisor Handout 3)

▼ Classroom Set-up

▼ Total Time: 60 minutes

First Hour

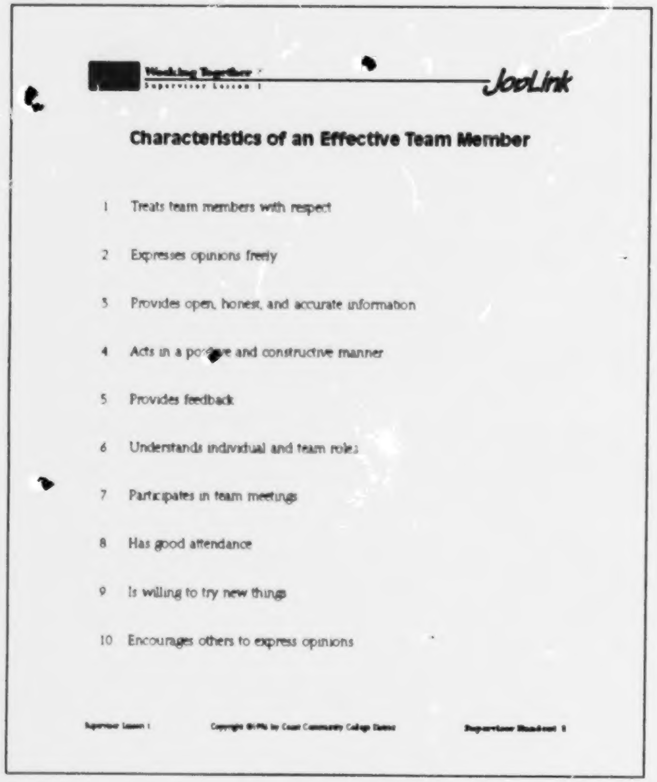
Opening- Large Group	10 min.
First Activity- Small Groups	25 min.
Second Activity- Large Group	25 min.
Ending- Large Group	5 min.

▼ Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 10 Minutes

1. **Welcome** everyone and introduce yourself.
2. **Ask** everyone for their names and what department or area they are from.
3. **Explain** that the purpose of the next hour is to familiarize them with the material in the class that their employees will be taking over the next few weeks.
4. **Ask** the supervisors, "What is the benefit of your people working together as a team?" **Write** the information you receive on a flip chart or whiteboard.



Working Together
Supervisor Lesson 1
JobLink

Characteristics of an Effective Team Member

1 Treats team members with respect

2 Expresses opinions freely

3 Provides open, honest, and accurate information

4 Acts in a positive and constructive manner

5 Provides feedback

6 Understands individual and team roles

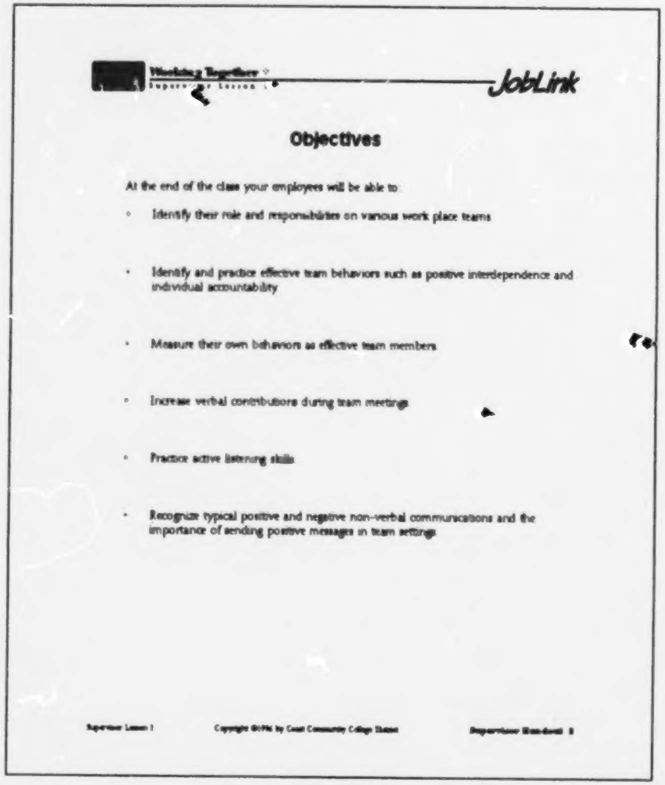
7 Participates in team meetings

8 Has good attendance

9 Is willing to try new things

10 Encourages others to express opinions

Supervisor Handout 1



Working Together
Supervisor Lesson 1
JobLink

Objectives

At the end of the class your employees will be able to:

- Identify their role and responsibilities on various work place teams
- Identify and practice effective team behaviors such as positive interdependence and individual accountability
- Measure their own behaviors as effective team members
- Increase verbal contributions during team meetings
- Practice active listening skills
- Recognize typical positive and negative non-verbal communications and the importance of sending positive messages in team settings

Supervisor Handout 2, Transparency 1

203

203

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Activities

First Activity: 25 Minutes

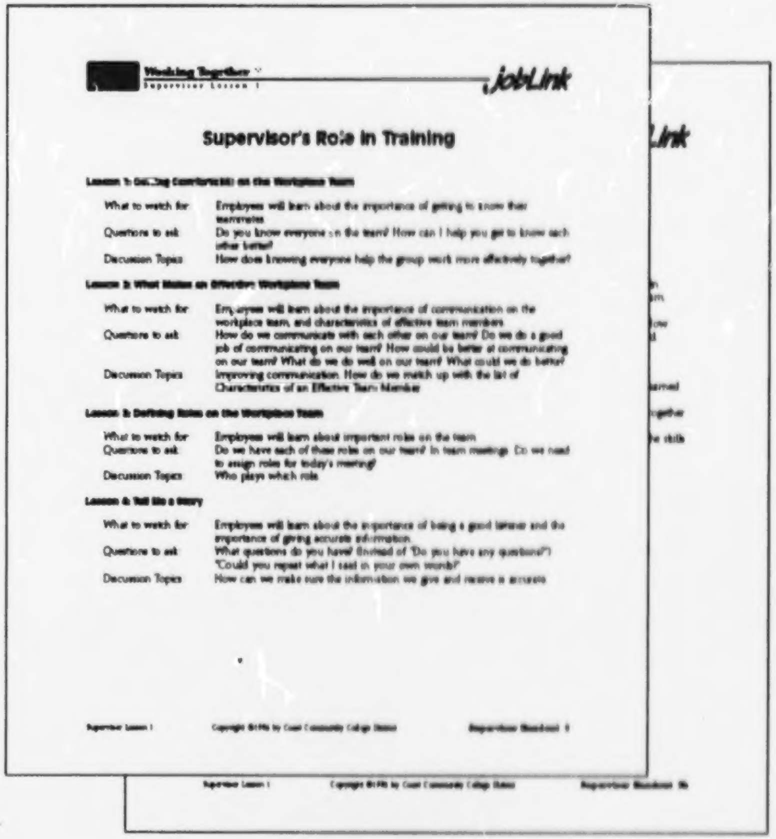
(H-1)
Supervisor
Handout

1. **Handout** "Characteristics of an Effective Team Member". Give everyone a chance to look it over.
2. **Ask** the supervisors to individually star or check the characteristics they think their employees do well already, and which ones they would like to see their employees improve.

3. Have the supervisors get into groups of 3-4 and come to a consensus of the top three characteristics they would like their employees to improve upon.
4. After the groups have reached consensus, have each group share their list.

(H-2, T-1)
Supervisor
Handout
Transparency

5. **Put** "Objectives" on the overhead projector. **Explain** that these are the topics that we cover in the class. At the end of the class your employees will be able to:
    - Identify their role and responsibilities on various work place teams.
    - Identify and practice effective team behaviors such as positive interdependence and individual accountability.
    - Measure their own behaviors as effective team members.
    - Increase verbal contributions during team meetings.
    - Practice active listening skills.
    - Recognize typical positive and negative non-verbal communications and the importance of sending positive messages in team settings.



Supervisor's Role in Training

Lesson 1: Getting Comfortable on the Workplace Team

What to watch for	Employees will learn about the importance of getting to know their teammates
Questions to ask	Do you know everyone on the team? How can I help you get to know each other better?
Discussion Topics	How does knowing everyone help the group work more effectively together?

Lesson 2: What Makes an Effective Workplace Team

What to watch for	Employees will learn about the importance of communication on the workplace team, and characteristics of effective team members
Questions to ask	How do we communicate with each other on our team? Do we do a good job of communicating on our team? How could be better at communicating on our team? What do we do well on our team? What could we do better?
Discussion Topics	Improving communication. How do we match up with the list of Characteristics of an Effective Team Member

Lesson 3: Defining Roles on the Workplace Team

What to watch for	Employees will learn about important roles on the team
Questions to ask	Do we have each of these roles on our team? In team meetings: Do we need to assign roles for today's meeting?
Discussion Topics	Who plays which role

Lesson 4: Tell Me a Story

What to watch for	Employees will learn about the importance of being a good listener and the importance of giving accurate information.
Questions to ask	What questions do you have? (Instead of "Do you have any questions?") "Could you repeat what I said in your own words?"
Discussion Topics	How can we make sure the information we give and receive is accurate

Supervisor
Handout 3, Transparency 2

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Activities

Second Activity: 20 Minutes

Supervisor's Role in the training

1. **Distribute** "Supervisor's Role in the Training". Go over the information on the worksheet. Have supervisors add any information they feel it important.

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Activities

Second Activity: (continued)

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Lesson 5: Body Language

What to watch for:	Employees will learn about the importance of using body language in effective communication and the effect body language has on the team.
Questions to ask:	How does your body language impact other team members?
Discussion topics:	What messages do we send on our team with our body language. How knowing each other helps interpret the non-verbal messages we send.

Activities

Second Activity: (continued)

Lesson 6: Please Pass the Picture

What to watch for:	Employees will learn about working together by using all the skills learned in the last 5 Workshops.
Questions to ask:	Does our team have synergy? Why or why not? How do we work together as a team?
Discussion Topics:	How can the workplace team work together more effectively using the skills learned in class.

▼ *Activities*

▼ Ending: 5 Minutes

1. **Ask** for questions concerning the module.
2. **Emphasize** the importance of the supervisor's role in the success of the training.
3. **Remind** supervisors of next session.
4. **Say** good-bye.

JobLink

Winning

At

Work

Working Together

Participating on the Workplace Team

Supervisor Lesson 2

Lesson Description

Supervisors will review the information presented to their employees in this module, and discuss techniques for increasing the payoffs of the training as well as transfer of learning to the workplace.

▼ Objectives

By completing this lesson, supervisors will be able to:

1. **Review** basic concepts of the module.
2. **Reinforce** techniques for increasing transfer of learning.

▼ Materials Needed

▼ Hardware

1. Overhead projector
2. Flip chart stand and pad
3. Flip chart pens

▼ Transparencies

"Objectives" (Supervisor Transparency 1)

"Increasing the Chance of Success" (Supervisor Transparency 3)

▼ Handouts

"Objectives" (Supervisor Handout 2)

"Increasing the Chance of Success" (Supervisor Handout 4)

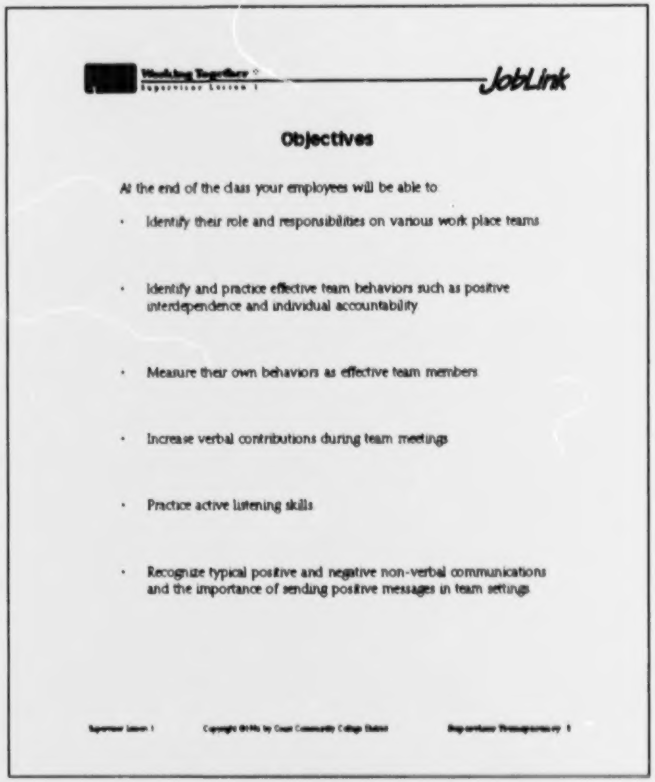
▼ Classroom Set-up

▼ Total Time: 60 minutes

Second Hour

Opening- Large Group	10 min.
First Activity- Large Group	25 min.
Second Activity- Small Groups	15 min.
Ending- Large Group	10 min.

▼ Key	Hardware	Transparencies	Handouts	Large Group	Small Groups	Discussion	Sign-in Sheet



JobLink

Objectives

At the end of the class your employees will be able to:

- Identify their role and responsibilities on various work place teams
- Identify and practice effective team behaviors such as positive interdependence and individual accountability
- Measure their own behaviors as effective team members
- Increase verbal contributions during team meetings
- Practice active listening skills
- Recognize typical positive and negative non-verbal communications and the importance of sending positive messages in team settings

Supervisor Transparency 1

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Activities

Opening: 10 Minutes

1. **Welcome** the group back and reintroduce yourself.
2. **Remind** supervisors of the objectives of the module. **Put** "Objectives" on the overhead projector.
3. **Explain,** "The purpose of today is to give you some techniques to reinforce the skills your employees have learned over the last few weeks."
4. **Ask** the supervisors to give you feedback on the module. Specifically ask for feedback they have heard or have about the module and any improvements they have seen.

Activities

First Activity: 25 Minutes

1. **Ask,** "What is the supervisor's role as a leader of the workplace team?"

2. **Divide** into groups of 3-5 people. Have the group brainstorm the characteristics of an effective team leader. Have each group choose their top 5 characteristics.
3. Have each group **share** their answers with the rest of the class.
4. **Compile** a class list of characteristics of an effective team leader. **Emphasize** in the first meeting they discussed characteristics of an effective team member. This meeting they are working on team leader behaviors.

Note to Instructor: Make sure the list includes most of the following characteristics:

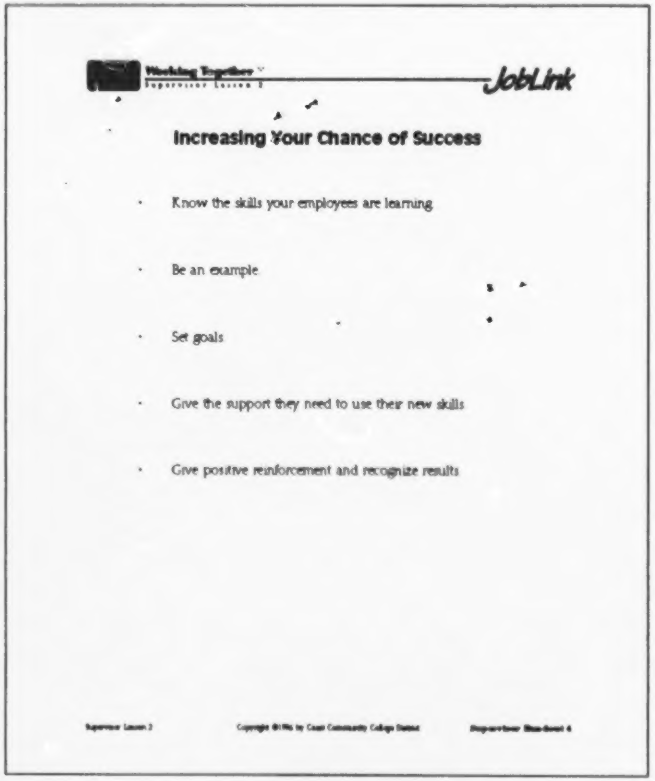
Open communication, Honest, Fair, Makes decisions with input from others, Acts consistently, Gives the team members the information they need to do their jobs, sets goals and shares them with team members, keeps focused, listens to feedback, asks questions, shows loyalty to company and team members, creates an atmosphere of growth, gives praise and recognition, gives constructive criticism, addresses problems, willing to change, flexible, treats team members with respect, is available and accessible accepts ownership for team problems, sets guidelines for behavior.

▼ Activities

▼ First Activity: (continued)

5. **Ask,** "Which characteristics do you think you are good at as a group at (name of company)? Which characteristics do you think you could be better at as a group at (name of company)?"

6. **Discuss** as a group what could be done to improve the team leader behaviors at (name of company).



Increasing Your Chance of Success

- Know the skills your employees are learning
- Be an example
- Set goals
- Give the support they need to use their new skills
- Give positive reinforcement and recognize results

Supervisor
Handout 4, Transparency 3

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Activities

Second Activity: 15 Minutes

1. **Handout** and **project** "Increasing the Chance of Success".
2. **Discuss** the items on the handout:

Know the skills your employees are learning.
These supervisor sessions are designed to inform you about what your employees learned in class.

Be an example.
The employees look up to you as an example. The most common phrase we hear in class is, "But my supervisor doesn't do this, so why should I?"

Set goals.
Give the employee something to shoot for. Let them know how you expect to see them use the skills.

Give them the support they need to use their new skills.
No one likes change. Trying to change our behavior is hard enough without having to fight other factors. Give your employees a chance and a reason to use their new skills.

Give positive reinforcement and recognize results.
Most importantly recognize employees when you see them using the new skill. There is nothing more powerful.

3. **Ask,** "Do you have anything to add to the list?"

Activities

Ending: 10 Minutes

1. **Ask,** "What is one thing that you are going to do today to reinforce the skills your employees have learned in this module?"

2. **Give** the supervisors a minute to think of something and then go around the room and have each person share one thing. Flip chart their responses.

3. **Re-emphasize** the importance of the supervisors support and recognition. **Remind** them that it will increase the chances that their employee's will use the new skills.

4. **Remind** the supervisors of their action items for improving their team leader behaviors.

5. **Thank** the supervisors for their time and participation.

6. **Say** good-bye.

Characteristics of an Effective Team Member

1. Treats team members with respect
2. Expresses opinions freely
3. Provides open, honest, and accurate information
4. Acts in a positive and constructive manner
5. Provides feedback
6. Understands individual and team roles
7. Participates in team meetings
8. Has good attendance
9. Is willing to try new things
10. Encourages others to express opinions

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Supervisor's Role in Training
(continued)

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